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ABSTRACT

The 13 modules for an adaptive physical education program contained in this document provide a comprehensive teacher-training program which includes methods and materials for classroom teachers who have little or no background in the area of physical education and adaptive physical education. The activities in the curriculum are appropriate for the mentally retarded, physically handicapped, neurologically impaired, and emotionally handicapped. Each module contains specific behavioral objectives, activities and variations on activities, suggestions for the teacher, and points to be considered in evaluating pupil progress. Directions are given for pre-post testing, inter-module correlation, reassessment and record keeping, and equipment needed. (JD)

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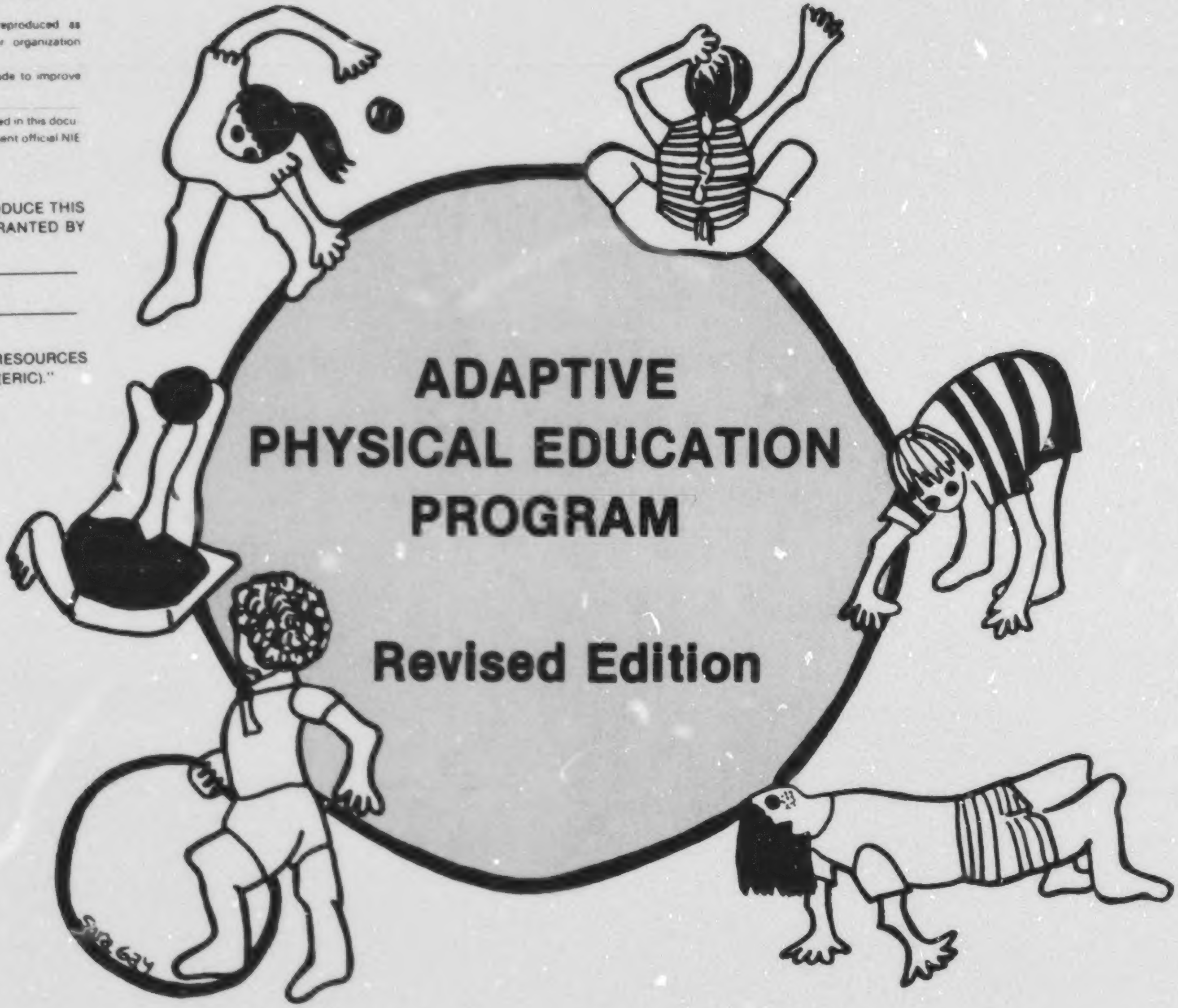

ADAPTIVE
PHYSICAL EDUCATION
PROGRAM

Revised Edition

NEW YORK CITY PUBLIC SCHOOLS
BOARD OF EDUCATION OF THE CITY OF NEW YORK
DIVISION OF SPECIAL EDUCATION

1982 New York City Board of Education
Division of Special Education, Brooklyn, N.Y.

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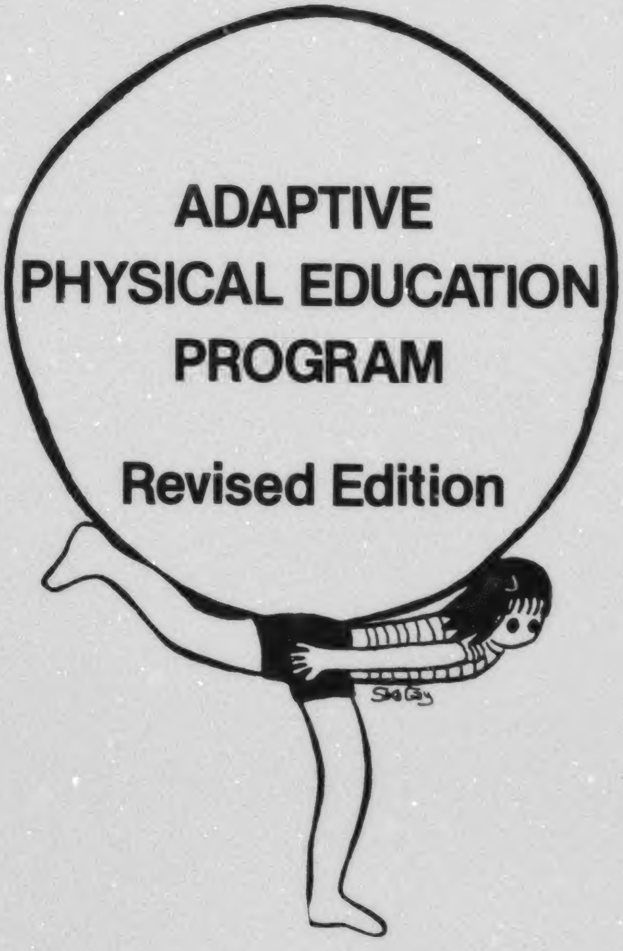

ADAPTIVE PHYSICAL EDUCATION PROGRAM

Revised Edition

NEW YORK CITY PUBLIC SCHOOLS
BOARD OF EDUCATION OF THE CITY OF NEW YORK
DIVISION OF SPECIAL EDUCATION

The
University of the State of New York
Education Department

CERTIFICATE OF VALIDATION

Awarded to the Board of Education of

City of New York

For successfully meeting validation requirements
applied by the New York State Education Department
in establishing the exemplariness of the project entitled:

Teacher Training in Adaptive Physical Education for Handicapped Children

January 30 - 1981
Date

Commissioner of Education

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We are extremely grateful to the following individuals for their tireless efforts, philosophical guidance, direction and commitment to the development of a comprehensive program of Adaptive Physical Education:

Alan Gartner, Executive Director, Division of Special Education
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DEDICATION

This book is dedicated to all our handicapped, parents and teachers of the handicapped, who will benefit from the use of this program.

May they learn to grow and realize the joys of movement.

SPECIAL DEDICATION

In memory of George Goldsmith, a dedicated teacher, supervisor and Assistant Director who believed that our children's abilities to participate in a rigorous program of Adaptive Physical Education is essential for their success in life.

FOREWORD

Students in Special Education classes present not only a wide range of individual differences as a class but also in abilities and limitations within each individual student. The special challenge for every teacher of students with handicapping conditions is to find a way to meet the socialization and group needs of all students, yet still be able to focus on the individual needs of each student.

The Division of Special Education Adaptive Physical Education Program is designed to provide fun and built in success for the students while the teacher structures the direction, sequence and objectives for each individual member of the class. As each student explores and experiences various dimensions of his body, space and simple equipment, the teacher provides training in perceptual sensory awareness, physical fitness and coordination as well as social awareness and group interaction.

The Adaptive Physical Education Program is a major componet in a curriculum designed to prepare students for personal and social competency to function in skills of daily living.

Alan Gartner
Executive Director
Division of Special Education

"AS EACH STAR DIFFERS IN BRIGHTNESS, SO DO THE CHILDREN OF MAN." JOHN MALHOY

1.0 INTRODUCTION

Much has been written, much has been said, much has been done, but the educational frontiers still remain for the handicapped learner.

We do know that handicapped boys and girls, men and women, regardless of the degree of handicapping condition, are achieving today. Why are they achieving success? Because of the many dedicated men and women who have devoted their time and effort to destroy the myths and folklore about the handicapped. Volumes have been written about conditions society has created for the handicapped population and it is not the intent of the writers to focus on the past which is filled with injustices and prejudices.

This document reaches out to the educational frontiers that need to be explored and developed and is founded on a variety of educational approaches which have produced successful results.

1.1 Background

In 1966, "The Report of the National Conference on Programming for the Mentally Retarded" emphasized the importance of motor activity, perceptual-sensory awareness and fitness skills for the handicapped child.

Dr. Julian Stein reported that movement programs had stimulated handicapped learners to speak, think, follow directions, socialize better and build self-confidence.

Dr. Bryant Cratty reported that adaptive physical education programs had increased the strength, agility and visual focus activity of children with Down's Syndrome, the so-called "Mongoloid Child".

Charles Meisgier, Coordinator, Unit on Education of the Mentally Retarded Handicapped Children and Youth Programs, Office of Education, reported that adaptive physical education programs may soon be perceived as primary, prevocational areas of learning for the handicapped.

Adaptive physical education has added another dimension to the learning process for the handicapped. They are given the opportunity to physically explore the space around them, understand the locomotor patterns of walking, running, skipping and hopping. Through the manipulation of objects such as hula hoops, bean bags, pla-tubes and balloons, they are able to explore their characteristics, as well as their relationships to themselves, other objects, and to people.

Physical activity enables the child to learn about himself. He begins to understand his body and how it functions. He learns to meneuver his body through space, making judgements as to how much space he needs to pass through a given obstacle. He develops into a physically fit individual capable of succeeding at other kinds of tasks. This program also provides him the opportunity to participate in successful experiences which will enhance his own perception of himself and his self worth.

1.2 Title IV-C Grant

Funding for this program has been provided by ESEA-Title IV-C in cooperation with the New York City Board of Education, Division of Special Education.

2.0 PROGRAM MODULES

2.1 Purpose and Content

The purpose of the modules is to provide a comprehensive Pupil Development Program in the area of adaptive physical education for handicapped children in the New York City Public Schools, and to provide a comprehensive Teacher-Training Program which includes methods and materials for classroom teachers who have little or no background in the area of physical education and adaptive physical education.

PROGRAM CODES	PRODGRAM MODULES	PAGES
10 A-B-D	Body Image	12-52
11 C-E	Body Image	53-71
12 A-B-D	Space and Direction	72-101
13 C-E	Space and Direction	102-122
14 A-B-D	Balance	123-140
15 C-E	Balance	141-157
16 A-B-D	Basic Body Movement	158-177
17 C-E	Basic Body Movement	178-195
18 A-B-D	Coordination	196-213
19 C-E	Coordination	214-230
20 A-B-D	Laterality-Directionality	231-250
21 C-E	Laterality-Directionality	251-260
22 A-B-D	Rhythm and Dance	261-281
23 C-E	Rhythm and Dance	282-306
24	Leisure Time Activities	307-309

APPENDIX

A Perceptual Motor
B Physical Fitness
C Posture and Body Mechanics
D Bibliography

LEVEL CODES

A Early Childhood - Ages 4 - 6 (E.H.) (N.I.) (P.H.)*

B Educable Mentally Retarded (EMR)

Pre-Primary - Ages 7 - 9 (E.H.) (N.I.) (P.H.)*
Primary - Ages 10 - 12 (E.H.) (N.I.) (P.H.)*

C Educable Mentally Retarded

Intermediate - Ages 13 - 15 (E.H.) (N.I.) (P.H.)*

D Trainable Mentally Retarded (TMR)

Younger

E Trainable Mentally Retarded

Older

F Track IV

*(E.H. = Emotionally Handicapped)
(N.I. = Neurologically Impaired)
(P.H. = Physically Handicapped)

NOTE: During recent years, the Adaptive Physical Education Program has expanded its teacher training program to include all students within the Division of Special Education. As a result of our work, we have discovered that many of the activities in this curriculum are appropriate, not only for the mentally retarded, but for the neurologically impaired, emotionally handicapped and physically handicapped as well. We are, therefore, including in the Level Codes other handicaps which may also benefit from the described activities.

Other handicapped children, such as blind, deaf, etc., may also benefit from the Adaptive Physical Education activities. Follow the age guidelines set forth above and make whatever adaptations are necessary for the particular handicap.

2.2 Rationale

The curriculum was developed with the following concepts in mind for the teacher and the pupil:

TEACHER COMPONENT:

- To provide activities which further develop physical fitness, social skills, recreational skills, and vocational skills.
- To provide activities which are sequential and developmental.
- To provide experiences which allow the child to move skillfully when the experiences are planned or unplanned.
- To provide non-threatening experiences for the child that would assure development of self-confidence.
- To provide experiences that are success oriented reducing the possibility of failures.
- To provide motivating experiences which force the child to develop listening skills.
- To provide movement experiences which can be integrated with the reading and language arts program, mathematics program, travel training program, self-help program, and vocational skills program.
- To provide non-competitive experiences in a suitable environment to further develop self-confidence and self-esteem.
- To provide movement experiences which provoke a mind-body approach to learning.

2.3. Utilization of the Curriculum:

The program modules are only the beginning. The behavioral objectives for students and teacher objectives are possible suggestions. The resource specialist and the classroom teacher working together with their class will select and create additional materials that are motivating, beneficial and workable so that we may meet the needs of our children. This method should develop and produce a wealth of knowledge to assist us in efficiently and effectively teaching our handicapped population. But evaluation is crucial to us in meeting this gigantic task. The feedback that we receive from the classroom teachers, in terms of whether or not these lessons are successful, can not be minimized. An evaluation sheet is included at the end of each module. Please complete and forward to the Bureau as soon as you have completed the module.

Do not expect to complete each and every lesson. The lessons have been expanded so that the classroom teacher could see the sequential development of motor concepts.

You may not need to use each lesson if after pre-testing you find that children have achieved the stated behaviorial objectives. You are encouraged however to review the lessons and adapt them to possibly achieve other objectives in the following modules.

No single curriculum can hope to achieve all the dimensions of motor skill development. The limitations are due to our lack of knowledge in the area and the inability of the writer to interpret and design all the data that is being produced today.

This curriculum can be utilized in a "recipe cookbook" fashion for the beginning teacher who is not familiar with the methods and materials of Motor Education.

Research suggests that learning will continue over a long period of time provided the learner continues to be motivated. Hopefully, this curriculum will motivate the teacher and the student to achieve this goal.

3.0 BEHAVIORAL OBJECTIVES

The behavioral objectives listed in the module are not complete or exhaustive.

A behavioral objective is a statement of what the learner is expected to do or know at a specified time in his educational career under specific conditions as evaluated by prescribed conditions. Simply stated we can say that a behavioral objective is expressed in terms of observable behavior that is predictable and measurable.

Behavioral Objectives contain three elements:

- Set out the condition under which students will perform tasks.
- Describe the activity to be performed as accurately as possible.
- State criteria for evaluation of successful performance.

The degree to which a desired behavior is sequenced depends upon the developmental level of the child, other handicapping conditions, and the manner and speed (rate) of learning. Remember the following generalities in sequencing and developing behavioral objectives:

- Make the steps small enough to insure success rather than failure (simple to complex).
- Children must master pre-requisites before going on to the next higher (complex) level.
- Accurate records must be maintained and performance base lines must be established. In many cases, the evaluative part of the behavioral objective has been omitted, because of the individual differences in your classes. The following samples will indicate how the statement should be read.

Sample A: GIVEN THE FOLLOWING CONDITIONS (METHODS) IN THE ACTIVITIES COLUMN, THE CHILD WILL BE ABLE TO WALK THROUGH SPACE WITHOUT TOUCHING OR COLLIDING WITH OTHER PEOPLE AND/OR OBJECTS.

Note: This behavioral objective will be measurable when you include for ___ feet. The number of feet will be determined by the level and handicapping conditions of your students.

Sample B: GIVEN THE FOLLOWING CONDITIONS IN THE ACTIVITIES COLUMN, THE CHILD WILL CRAWL ____ FEET.

The Resource Specialist will assist you in determing criteria for evaluation in the pre-stages of your training. REMEMBER, it is of utmost importance that your behavioral objectives allow each child a measure of success.

3.1 Lesson Planning

It would be impossible for any curriculum to contain all possible lesson plans in the area of Motor Education. Therefore, the lesson plans for the curriculum have been organized by first developing a set of movement problems.

After participating in the Teacher Training Program, it will be the teacher's responsibility for developing unit and lesson plans.

HOW DO YOU BEGIN: Establish base-line beginning by:

- identifying needs and then preparing behavioral objectives that will facilitate learning.
- plugging in those methods and materials that will assist you to meet those objectives.

Before planning or beginning instruction, the teacher must ask several pertinent questions and answer them realistically.

1. Does the child need to learn it? Would this instruction directly relate to identified unmet educational needs?
2. Does the child already know it? Does the child have the functional skill in this area as a result of incidental learning or previous instruction (test results, criteria, etc.)?
3. Is the child READY to learn the skill? Have the prerequisite skills and abilities been mastered?

3.2 PRE-POST TESTING

You will note that each module is preceded by a pre-test and followed by a post-test. This pattern of testing was included to promote the instructional program of each and every child according to his or her unique needs. We can no longer base our instructional programs on the following:

> "We think so because other people all think so; or because - after all, we do think so; or because we were told so, and think we must think so; or because we once thought so and think we will think so; or because, having thought so, we think we will think so". Henry Sidgwick

A pattern of testing was established because NO ONE TEST can measure all the different facets of a child's ability to learn, and this ability to learn cannot be based only on the child's gymnasium/classroom performance. Hopefully, this approach will realize each child's potential. Feedback from the testing program will assist us in OBJECTIVELY measuring our students' strengths and weaknesses which in fact will direct us in preparing better curriculum and better instructional programs to remedy deficiencies in our children.

It is recommended that each teacher using this curriculum become familiar with the following resource. It is simple, to the point, and easy to follow.
Vodola, Thomas M., "Descriptive Statistics Made Easy For The Classroom Teacher", Bloomfield, N.J. : The C.F. Wood Company, Inc., 1974.

3.3 INTER-MODULE CORRELATION

Instruction should proceed sequentially in relation to behavioral objectives arranged in order of growth and development. Because of the nature of the Motor Education Program, it is conceivable that students could be receiving concurrent instruction at the same time but this is dependent upon the individual needs of students and teachers involved in this program.

3.4 WHY - REASSESSMENT AND RECORD KEEPING

Accurate record keeping and careful reassesment provides the following advantages:

- it will become obvious when the child has achieved a behavioral objective and is ready for the next sequence.
- it becomes obvious when the child has reached his "plateau" on the learning pyramid and ready for another re-evaluation.
- it will be obvious when the child is not making progress and might be in need of additional services or programs.

3.5 References and Materials

- At the end of each module you will find a list of references and materials which will be helpful in reaching the objectives of each module.
- Materials and supplies are listed at the end of each module with a coded reference to a potential manufacturer or supplier and an approximate cost.
- An additional bibliography will be found in the appendix.

3.6 Equipment

There is no question that movement problem solving (or any other teaching style) can be enhanced through the use of a variety of equipment. True, equipment costs money and today when the nation's schools are faced with the largest budget crisis in history, teachers are no doubt frustrated by the lack of equipment and materials for their children. The most frequently asked question by teachers is, "HOW AND WHERE CAN I GET EQUIPMENT FOR MY CHILDREN?"

1. Resource specialists in this program are provided with an equipment kit to use with teachers and pupils in the program. The equipment kit is stored in the school during the year and the teacher is free to use it with her children.

2. **SETRC (Special Education Training & Resource Center) is a valuable resource center which is familiar with the Adaptive Physical Education Program and may be utilized when establishing an adaptive physical education program. SETRC may be called (212-686-6120) for information, or SETRC borough offices may be visited.**

3. Tap the resources of your music teacher. He may have appropriate material and records in his department which he could share.

4. Enlist the "dollar support" from your Parent Teachers Association.

5. Refer to Appendix for listing of Free and Inexpensive Equipment and encourage children and parents to collect material which can be easily adapted for activities in the Motor Education program.

6. Refer to the Appendix for Suggested Equipment and Materials along with Vendors and approximate prices.

3.6.1 Records for Learning, Fitness and Fun

There have been few record listings developed erpecially for the mentally retarded and handicapped child. The list of suggested records found in the Appendix has been used successfully to meet the specific needs of the children.

GENERAL INFORMATION

1. Review records before ordering them to determine their appropriateness and applicability.

2. Many records for the non-handicapped can be adapted for programs and activities for the handicapped.

3. Records should be used for a purpose or many purposes to enhance the development of physical fitness skills, listening skills, motor skills, perceptual development, cognitive functions, rhythmic activities and naturally fun.

4. Records can be used to introduce concepts, reinforce learning and skill development.

5. Records stimulate and complement the teacher's and students' imagination, creativity, and assist in eliciting original responses.

6. All children love music in one form or another. Records used wisely will enhance your total program and the learning program for your children.

7. If you feel that you will be uncomfortable using music, explore the possibilities of attending workshops or in-service courses. Another resource is the music teacher in your school. Music enriches and widens the scope of learning levels.

IMPORTANT FACTS TO CONSIDER WHEN ORDERING RECORDS

1. Consistency between developmental level of children and records

2. Vocabulary and level of understanding

3. Speed and rhythm of the record

4. Previous experience and background of the children

5. Previous experience and background of the teacher

6. Costs

7. Is there a possibility that records can be borrowed and taped from another department?

8. If the library in your school can incur the costs of some of the records?

9. Many of the distributors include an illustrated teacher's manual which explains in detail how to use the material. They also include evaluation sheets for easy record keeping of student's progress in individual skills.

10. The records are approved for purchase under many of the federal grant programs.

11. Choose records with today's sound and today's tunes.

SPECIFIC INFORMATION

1. If you find that the tempo of the record is too fast for some of your children, slow down the tempo. Increase the tempo as the children become more familiar with the music, routines and language.

2. Insist upon a four speed record player (45, 78 33 and 16½). This type of record player will allow you more flexibility and assist you in reaching greater returns with your children. It will eliminate a level of frustration for your children.

4.0 CONSOLIDATION OF THE CURRICULUM

.This publication is the result of the consolidation of two curriculum guides which total approximately 750 pages. A great deal of "cutting and clipping: occured to conform to the 162 page, 1,000 copy budget specification that was allocated to us for publishing and dissemination.

You will note the format is not consistant in certain cases. This was not done to confuse you, or provide you with a crossword puzzle but to provide as much information to you without loosing space. We did not have the resources to retype the entire publication. Please accept our apologies.

The original format provided five (5) columns for page 1 and four (4) columns for page 2-3-etc., i.e. Page 1: Behaviorial Objectives, Activities, Variations, Teacher Information, Teacher-Pupil Evaluation..Page 2: Activities, Variations, Teacher Information, Teacher-Pupil Evaluation.

Again, perusing this publication, you will see that it is not consistant. See illustration on Page 17 , Module, 10.2. The Teacher Information column spans two (2) columns. THERE ARE MANY VARIATIONS.

The criginial volumes contained ten (10) program modules and six (6) Appendixes. For this publication we omitted the following programs: GAMES OF LOW ORGANIZATION, GAMES OF HIGH ORGANIZATION. We also omitted the Appendixes sections that dealt with the Special Olympics Program and Evaulation.

The original program modules were also consolidated. For example, Volume I, BODY IMAGE ABD contains thirty-one (31) lessons. In this publication, you will find nine (9). We selected the nine as a result of a survey of classroom teachers and Motor Education Resource Specialists based upon the experimental editions.

This publication provides you with a wealth of information on Adaptive P.E.to support your program.

LABAN'S ANALYSIS OF MOVEMENT CHART

BODY AWARENESS
- --body used as a whole
- --parts used individually and together
- --bending, stretching, twisting, turning
- --elevation (level changes)
- --locomotion, non-locomotion
- --manipulation-tossing, catching

RELATIONSHIP TO:

--the room	far, near,
--the people	over, under,
--a partner	meeting, parting,
--a group	facing, side-by-
--a team	side, leading,
--the equipment	following, across,
--the environment	through

EFFORT

quick starts and stops
held balances

SPACE

Direction: forward, backward, sidewards, up and down, one side, other side
Level: high, medium, low
Shape: curled, stretched, twisted
Pattern: air space, floor space
Pathways: (floor-air) straight, curved, zig-zag, (any combination)

QUALITY

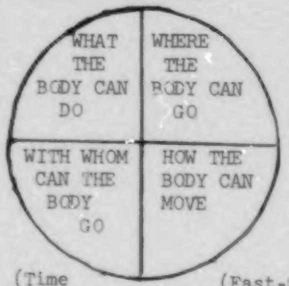
Time: fast, slow, medium
Weight: heavy, light
Space: direct, flexible
Flow: free bound movement sequences: beginning, middle, end
Transitions: patterns

00.0
A

MOVEMENT CHART

ALL LEVELS

MOVEMENT ANALYSIS



HOW THE BODY CAN MOVE	(Time	(Fast-Slow		
	(Force	(Heavy, Relaxed (Strong, Light		
	(Space	(Direct (Flexible (air-ground)		
	(Flow	(Bound, Free		
WHAT THE BODY CAN DO	(Body (Awareness	(Parts of body (Whole body	(Relationships (Body Supports (Body Levels (Curl, Stretch (Shapes, Twist- (Turn	
	(Skills	(Locomotor (Non-locomotor (Combinations (Manipulative	(Throw (Catch (Strike	(Walk, Run, (Leap, Ski, (Slide, Gallop (Roll
WHERE THE BODY CAN MOVE	(General (Personal (Direction	(Forward, Backward (Upward-Downward (Sideward		
	(Level	(High, Medium, (Low		
	(Pathways	(Floor Patterns (Shapes in Space		

11 BEST COPY

MOVEMENT
PROBLEM: I. PRE-TEST

10.0 / 10.1

BODY IMAGE

LEVEL: A - B - D

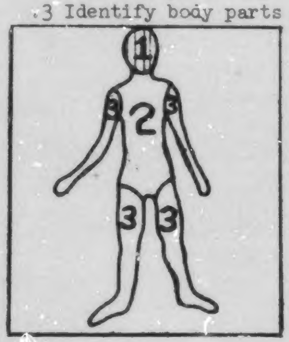
LOCATION: GYMNASIUM - CLASSROOM

EQUIPMENT/MATERIALS: Checklist "Evaluation Module 10.0 - Body Image" (*Bean Bags) **Blindfold Instructions 10.0

RECOMMENDED BEHAVIORAL OBJECTIVES

THE CHILD SHOULD BE ABLE TO:

10.1.1 Listen and follow directions
.2 Work independently
.3 Identify body parts



TEACHER OBJECTIVE:

To provide activities for testing which would assess student needs.

ACTIVITIES

A. WARM-UPS...

B. TESTING:*

Scatter children around room and say to class:

.Can you cover your eyes?
.Can you touch your head?
.Can you touch your shoulders?
.Can you touch your elbows?
.Can you hold your nose?
.Can you shake your hands?
.Can you cover your ears?

Continue questioning to complete checklist.

N. B.: The testing time may require more than one or two periods.

VARIATIONS

Testing can be completed utilizing a variety of techniques, for example:

B. TESTING:

WITH EQUIPMENT: *BEAN BAGS

Ask children to balance bean bags on body parts or cover body parts with bean bags.

SIMON SAYS GAME:

Simon says touch your head.
Simon says touch your shoulders.
Simon says cover your ears.
Etc.

SONG PLAY: IF YOU'RE HAPPY

If you're happy and you know it, touch your head.
If you're happy and you know it, touch your head.
If you're happy and you know it and you really want to show it, if you're happy and you know it, touch your head.
.. NOSE, MOUTH, ETC.

TEACHER INFORMATION

1. When child has completed a task, check (✓) sheet.
2. If you have an aide or paraprofessional, have him conduct lesson while you check students.
3. Ask children to hold position or movement so you can check off test items.
4. If children do not understand concepts such as cover, shake, etc., ask them to point to body part.
5. Stand in a strategic spot so that you can see every student.
6. Plan activities to avoid fatigue.
7. Establish folder for each child.
   a. Print child's name on folder.
   b. Have children draw body image under name.
8. **Additional Classroom Project: Each child will make a blindfold for body image movement experiences.

TEACHER-PUPIL EVALUATION

1. Are the children listening and following directions?
2. Is the pre-test valuable for establishing base line Activities for Body Image Module?
3. What other activities could you substitute?
4. Can the children hold positions?
5. Can the children discriminate basic body parts?
6. Were the children able to move in the amount of space available?
7. Did the lesson allow for rest intervals to avoid fatigue?
8. Did you provide "positive reinforcement" by complimenting children?
9. Is the checklist adequate?
10. Did the children have fun?

EVALUATION - MODULE 10.0 - BODY IMAGE

SCHOOL____________________ CLASS____________ DATE_________ TEACHER__________________ ALL LEVELS

PROCEDURE FOR COMPLETING THE CHECK LIST

1. Fill in the information asked for on the top line and list the children's names at the left.
2. Using the parts of the body listed above the grid on the check list, instruct the class to touch a part of the body. Ask the question only once. Wait 15 seconds, then ask the class to touch another part of the body. Continue until you have completed all the items on the list.
3. If a child fails to respond correctly, "X" the square next to the child's name and under that body part. Thus, a correct response will not require any markings.

EXAMPLE:

	MOUTH	EARS	CHIN	NECK	SHOULDERS
Frank Adler				X	
Jill Boyd		X			X

Frank correctly located and identified his mouth, ears, chin and shoulders. He was unable to identify the location of his neck. Therefore, the square under the word "neck", and on the same line as his name, received an "X".

Jill was able to locate her mouth, chin and neck. She was not able to identify the location of her ears and shoulders. These squares were "X"ed.

	DATE	NAMES	Head	Forehead	Eyes	Nose	Mouth	Chin	Ears	Torso	Neck	Shoulders	Chest	Waist	Hips	Stomach	Arms	Elbows	Wrists	Fingers	Legs	Knees	Ankles	Feet	Toes	Front	Back	Sides
PRE-TEST																												
POST-TEST																												
PRE-TEST																												
POST-TEST																												
PRE-TEST																												
POST-TEST																												
PRE-TEST																												
POST-TEST																												
			1 - HEAD							2 - TORSO							3 - LIMBS									4 - PLANES		

10.0
10.1 A
BODY IMAGE - POST TEST A
LEVEL A-B-D C-E

EVALUATION - SUPPLEMENT

POST-TEST A

INTRODUCTION:

In order for our children to satisfactorily achieve success in the module BODY IMAGE they must know and identify body parts. The pre-test screening check list provides us with this information. The teaching of the module will provide children with activities to assist in the learning of how, where and why the body and body parts move. The present post-test does not reveal whether or not the children have this kind of understanding which focuses on cognitive learning. To provide us with this useful information, an additional SAMPLE POST TEST has been developed for your use.

The limb segment of the Body Image Test is being used here to illustrate and assist you in collecting vital information in the development of your children.

You will note that Column A notes the category and lists the body parts. The vertical Column B notes the movement (or action to be performed). The movements are taken from the behavioral objectives in the curriculum. There are many possibilities that you can include (see page 94 ABD).

If the child performs the TASK check the column (✓). If the child does not, leave column blank. Where the action does not apply to the body part, note N/A (not applicable).

- (Note the approach used Movement Education. - Task Analysis, etc.)
  Work developmentally - see sample.
  Movement BEND:
- Can you bend your elbows?
- Can you bend one elbow...the other?
- Can you bend your right elbow...left elbow...both?
- Can you bend your elbows behind you...in front of you... to the side?

10.0

10.1 A

BODY IMAGE
POST-TEST A

LEVEL A-B-D C-E

DEVELOP QUESTION FOR EACH CATEGORY FOR EACH LEVEL. MAKE SURE ACTIVITIES ARE BASED NOT ONLY ON MOTOR DEVELOPMENT BUT THAT THEY ARE SOCIALLY APPROPRIATE FOR EACH GROUP.

DEVELOP A PROFILE FOR EACH CHILD: SEE SAMPLE BELOW

B. ACTIONS:	BALANCE OBJECTS (R-L) BOTH	TAP OBJECTS (R - L) BOTH	TOUCH BODY PARTS	TOUCH BODY PARTS TO OBJECTS	BEND	SHAKE	TWIST	SWING	CURL	STRETCH	INTERLOCK BODY PARTS WITH PARTNER	MAKE SHAPES WITH BODY PARTS	HIDE OBJECTS	WIGGLE	STAMP	CLAP	CLICK	TRAVEL OVER	TRAVEL UNDER
A. LIMBS:																			
ARMS																			
ELBOWS																			
WRISTS																			
FINGERS																			
HANDS																			
LEGS																			
KNEES																			
ANKLES																			
FEET																			
TOES																			

10.0 / 10.2

MOVEMENT PROBLEM: II. MOVEMENT ON A VARIETY OF BODY PARTS WITH AN EMPHASIS ON LISTENING SKILLS

BODY IMAGE

LEVEL: A - B - D

LOCATION: GYMNASIUM - CLASSROOM

EQUIPMENT/MATERIALS: See Teacher Information

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 10.2.1 Walk through space without touching or colliding with people or objects. .2 Stop and start movement responding to a signal such as go-stop. .3 Travel freely in the space designated on various body parts. .4 Travel on various body parts specified, i.e., hands, knees, etc. .5 Travel freely through space and still be responsive to teacher's questions. TEACHER OBJECTIVE: To focus on movement education technique.	A. WARM-UPS... B. When I say "Go", can you stand without touching anyone or anything? Go! When I say "Go", can you sit without touching anyone or anything? Go! When I say "Go", can you walk through space without touching anyone and when you hear the word "Stop", stop quickly where you are and hold your position (freeze). Go!...Stop! This time when I say "Go", can you move around the room on your hands and feet (hands and knees; back, feet and hands; side of your body; stomach, hands and feet)? Go! Stop! When I say "Go", can you travel around the room		1. Action can be started or stopped using the following cues: .VERBAL CUES FOR GO: Blast off, start, green light .SOUND CUES FOR GO: Clap (once), snap, stomp .MUSICAL INSTRUMENT CUES FOR GO: Bell (once), whistle, drum .RECORD PLAYER CUE FOR GO: Start record .VERBAL CUES FOR STOP: Freeze, stay, hold .SOUND CUES FOR STOP: Clap (twice) .MUSICAL INSTRUMENT CUES FOR STOP: Bell (twice)	1. Do they start and stop on signal? 2. Are the children able to avoid collisions as they move? 3. Are the children listening for the change "cues". 4. Can the children change their body part movements or do you notice some still moving on the same body parts? 5. Are the children able to find empty space in which to move? 6. Can they hold their stopped positions? 7. Did you comment on: a) how well the children followed directions; b) worked without touching anyone; c) how well they were spaced; and d) the space not yet used? 8. Did you assist those children who were having difficulty with spatial awareness or knowledge of body parts?

MOVEMENT
PROBLEM: II. MOVEMENT ON A VARIETY OF BODY PARTS WITH AN EMPHASIS ON LISTENING SKILLS
RESOURCES:

P. 2 of 10.00
10.0 / 10.2
LEVEL: A - B - D

ACTIVITIES

on a part of your body and when I clap, change the body part? Go! Clap!...Clap! Stop!

TEACHER INFORMATION

.RECORD PLAYER CUE FOR STOP:
Remove needle from record, turn volume down

.SUBSTITUTE PHRASES FOR GO-STOP:
"Blast Off" - "Freeze"
"Green Light" - "Red Light"

2. Children should be started and stopped frequently to develop proper response to whatever signals you establish.

3. Encourage children to listen while they move.

4. Encourage children to move to empty spaces and away from each other.

5. Encourage children to change body positions where possible and to stop without falling or colliding.

6. Allow children sufficient time to explore the movement task for each activity.

7. Children who are having difficulty with spatial concepts such as: bumping into students or objects; inattentiveness; clinging to fringe areas (walls); "fooling around"; etc., can be assisted by becoming an observer.

Example: "Johnny, can you stand here and watch the rest of the class work? When you feel you can work with the rest of the class, find a space on the floor."

8. At least 5 minutes should be devoted to summarize and review activities. This can become standard procedure at the end of each class. Identify this time: "Chatter Time"; "Talk Time"; "Talk Fest"; "Take 2 Session"; "Tick-Off Time"; "Information Time". At this time, have each child demonstrate one activity that was explored during the lesson.

9. If students are having difficulty responding to questions, feel free to rephrase the question to ensure successful responses.

TEACHER-PUPIL EVALUATION

9. Did the children have fun?

10. Were you comfortable using this approach?

11. What other ways can you develop this lesson?

10.0 / 10.3

BODY IMAGE

LEVEL: A - B - D

MOVEMENT
PROBLEM: III. BODY PART IDENTIFICATION USING CLASSROOM ACTIVITIES

LOCATION: CLASSROOM

EQUIPMENT/MATERIALS: Butcher Block Paper or Large Newsprint - Crayons - Scissors - Rexo's 10.3.3A and 10.3.4A

RECOMMENDED BEHAVIORAL OBJECTIVES

THE CHILD SHOULD BE ABLE TO:

10.3.1 Draw a picture of himself
.2 Point to specific body parts in drawings.
.3 Connect the dots on Rexo 10.3.3A outlining the body.
.4 Fill in the missing body parts on Rexo 10.3.4A.
.5 Participate actively and follow directions in group games.

TEACHER OBJECTIVE:

To focus on as many kinesthetic experiences for identification of body parts.

ACTIVITIES

A. After supplying sheets of paper and crayon, ask children to draw picture of themselves. Encourage as many body parts as possible.

B. MOVEMENT ED. TECHNIQUE:

.Can you point to your head?
.Can you point to your head on your drawing?
.Can you point to your forehead?
.Can you point to your forehead on the drawing?
.Continue questioning including the following parts:

Group I	Group II	Group III
eyes	torso	limbs
nose	neck	arms
mouth	shoulders	elbows
chin	chest	wrists
ears	waist	fingers
	hips	legs

VARIATIONS

A. Develop drawings of body positions in space for a Movement Flash Card File.

a) Standing figure; arms at side; arms at shoulder level; over head

b) Straddle position

c) One-legged stand.

Have children imitate movement when flash cards are complete.

B. Can you cover your drawing with both hands?

Can you cover your head with both hands?

Vary questioning to provide as many experiences as possible to identify body parts.

C. MUSIC: HERE WE GO LOOBY LOO

TEACHER INFORMATION

1. Indication of a normal maturational level of drawing: the sophistication of drawing shoulders is a much later development. A child may know shoulders and is unable to convey information on a two-dimensional level of abstraction.

TEACHER HINT: Draw your body on chalkboard or cut out pictures in magazines.

2. The movement education method should present problem solving situations: Who can? How can? Can you? What other way? With whom can you? etc.
3. Duplicate sufficient copies of Rexos.
4. Display completed pictures.

TEACHER-PUPIL EVALUATION

1. Are they able to draw their body image?
2. Are they able to associate body parts from self to drawing?
3. Did children feel success in completing Rexo sheets?
4. What other ways can you develop this lesson?
5. Are you maintaining a record of progress for each child's understanding of this unit?
6. Are you documenting this record so that this information is part of a permanent folder?
7. Did you provide time to talk about what the children discovered and relate it to other areas?
8. Did the children enjoy the lesson? If not, why?

MOVEMENT
PROBLEM: III. BODY PART IDENTIFICATION USING CLASSROOM ACTIVITIES

RESOURCES:

P.2 of 10.3 | 10.0 / 10.3
LEVEL: A - B - D

ACTIVITIES

Group I	Group II	Group III
	stomach	knees ankles feet toes

C. INSTRUCT CHILDREN TO COMPLETE REXOS:

1. Dotted body image (10.3.3A)
2. Missing body part (10.3.4A)

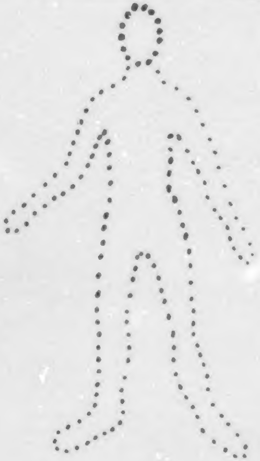
VARIATIONS

VERSE:
Let's all tap our nose, nose, nose,
Let's all tap our nose, nose, nose,
Let's all tap our nose, nose, nose,
So we will know where it is.
...Continue with mouth, chin, etc.

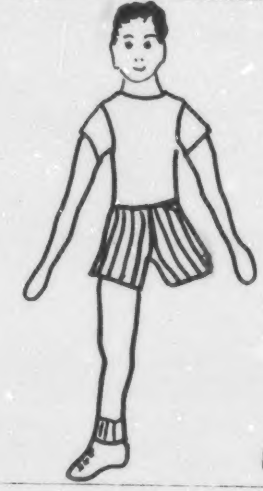
D. Choose leader. Have leader tap two body parts, i. e., ears, eyes. The child who identifies in correct order becomes leader. Continue game, changing leaders and number of body parts.

TEACHER INFORMATION

TEACHER-PUPIL EVALUATION



10.3.3A



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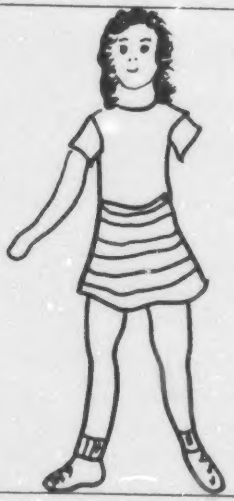


10.0 / 10.4

BODY IMAGE

LEVEL: A - B - D

MOVEMENT PROBLEM: IV. BODY PART IDENTIFICATION USING ADDITIONAL CLASSROOM ACTIVITIES

LOCATION: CLASSROOM

EQUIPMENT/MATERIALS: Butcher Block Paper - Pictures of community workers - blank body prints - Crayons - Paste - Scissors - Staplers - Wooden sticks - Paper fasteners - Construction paper - Rexos 10.4A, 10.4B, 10.4C

RECOMMENDED BEHAVIORAL OBJECTIVES

THE CHILD SHOULD BE ABLE TO:

10.4.1 Work with a partner.
.2 Trace partner's body on large sheet of paper.
.3 Take turns.
.4 Listen and follow directions.
.5 Color specific body parts.
.6 Manipulate scissors and stapler safely.
.7 Paste body parts.
.8 Identify community people and functions.
.9 Make puppets.
.10 Follow directions for clean up activities.

TEACHER OBJECTIVE:

To provide additional classroom kinesthetic experiences.

ACTIVITIES

A. BODY PRINTS

Cut sheets of paper as large as children. Place two (2) sheets on floor at various stations.

INSTRUCTIONS: One child is to lie on his back on the paper while his partner traces his body. Change partners and repeat the procedure.

Once this task is complete, ask the children the following questions:
(See Teacher Information #7)

.Can you color your legs and feet ________?
.Can you color your arms and hands ________?
.Can you color your head ________?

Continue questioning to complete body print.

VARIATIONS

A. GROUP PROJECT: Prepare 5 blank body prints. Display 5 pictures of community workers at 5 different stations. Divide class into 5 groups, naming them:

a) Doctor group
b) Policeman group
c) Postal Worker group
d) Teacher group
e) Sanitation Worker

SAY TO CLASS: Can you draw and color your community worker on your blank body print?

B. Distribute Rexo 10.4A to children. Instruct children to cut out head and paste on the dotted area.

Ask the following questions:

Can you draw a body for

TEACHER INFORMATION

1. Teach use of scissors, stapling and pasting skills.

SPECIAL NOTE: If your children are unable to manipulate scissors and stapler at this time, teacher should prepare materials.

2. Provide ample space for each station and child.
3. Assist the child or group that is having difficulty.
4. Display body prints in room or in corridor.
   a) Child's name should appear on each body print.
   b) Display all children's work.
5. Additional community workers: firemen; utility workers group, etc.
6. This is an excellent opportunity to discuss new vocational roles for men and women, i. e., new hiring trends in Civil Service positions:

TEACHER-PUPIL EVALUATION

1. Are they listening and and following directions?
2. Are the children able to work individually? partners? group?
3. Can they manipulate materials safely?
4. Are they able to identify and name community workers?
5. Did you provide role playing situations so that the children can explore the functions of the community workers?
6. In these role playing experiences, did you provide an opportunity to exchange roles, i. e., boys - telephone operators; girls - police worker, etc.
7. Are they able to manipulate puppets?
8. Did the children have fun?
9. Did the children fol-

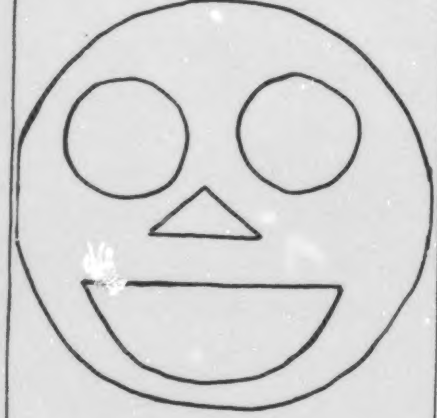
MOVEMENT
PROBLEM: IV. BODY PART IDENTIFICATION USING ADDITIONAL CLASSROOM ACTIVITIES

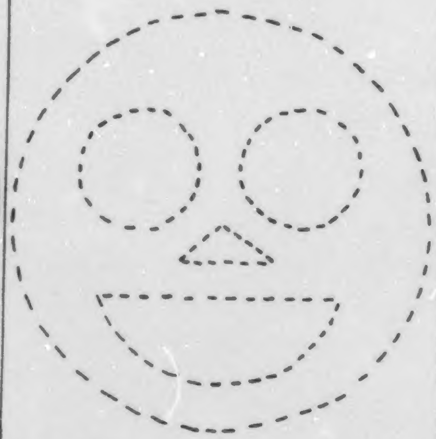
P. 2 of 10.4 | 10.0 / 10.4

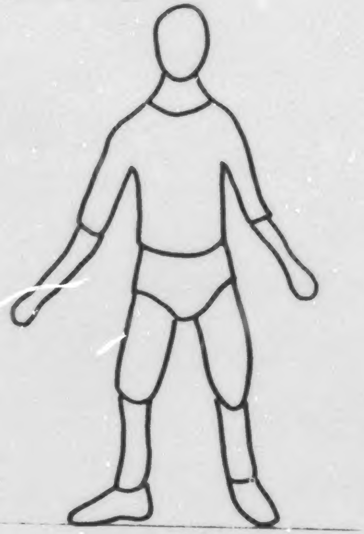
RESOURCES: Scott Foresman's Series: Community Workers

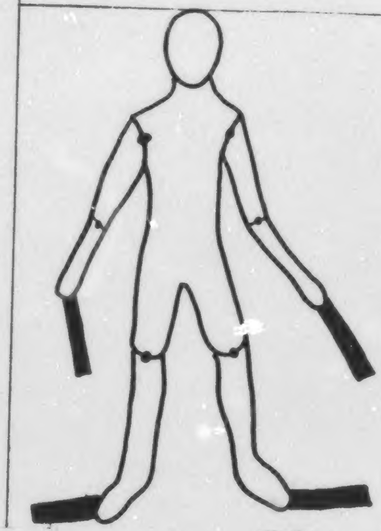
LEVEL: A - B - D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVAULATION
	the head? C. Distribute Rexo 10.4B to class. Instruct children to cut, reassemble, paste and color body parts. D. PUPPET SHOW See Rexo 10.4C for instructions for Puzzle Part Stick Puppets.	females applying for police work; sanitation work; fire fighting; male telephone operators; male nurses; male secretaries; etc. 7. If you are developing specific color concepts, reinforce by using these colors to fill in segments on body prints.	low directions for clean up?









MOVEMENT PROBLEM: V. EXPLORE RELATIONSHIP OF BODY PARTS TO BODY PARTS; BODY PARTS TO ENVIRONMENT	10.0 / 10.5
	BODY IMAGE
LOCATION: GYMNASIUM	LEVEL: A - B - D
EQUIPMENT/MATERIALS: Record Player - Bean Bags (See No. 10.1, Teacher Information) - Boundary Markers	

RECOMMENDED BEHAVIORAL OBJECTIVES

THE CHILD SHOULD BE ABLE TO:

10.5.1 Know that body parts can touch other body parts.
.2 Know that body parts can touch surroundings.
.3 Understand that body parts can support and balance objects.
.4 Understand that the body is symmetric and what he can do on the right side, he can do on the left side.
.5 Know the following movement terms: Left; Right; Front; Side; Between; Relay; Hopping; Jumping.
.6 Dance the Hokey-Pokey.

TEACHER OBJECTIVE:

To provide activities to encourage the use of body parts to solve the movement problem.

ACTIVITIES

PART I:
A. WARM-UPS...

B. MOVEMENT EDUCATION TECHNIQUE:

.Can you put your hand on your head?
.Can you touch your elbow to your knee?
.Who can touch his chin to his chest?

Continue questioning using following parts:

nose to knee
ear to shoulder
hands to hips
elbows to knees
toes to nose
wrist to ear
elbow to leg

chin to wrist
wrist to ankle
finger to shoulder
heels to heels
foot to leg
hands to back
elbow to stomach
hands to back of legs

C. PARTNERS:

.Can you balance the bean bag on your partner's

VARIATIONS

PARTNERS:

Can you find a partner and ...
shake hands?
hold hands?
put right foot to right foot?
put right foot to left foot?
say hello using your hands?

Can you and your partner balance (hold) bean bag between your elbows...shoulders...noses...knees...feet, etc.?

GAME - "BODY PART BEAN BAG RELAY":

RELAY ACTIVITIES:

.Jumping with bean bag between knees...hands...elbows
.Walking with bean bag on head...shoulder...foot
.Hopping with bean bag be-

TEACHER INFORMATION

1. Other kinds of equipment can be substituted to motivate the children to achieve behavioral objectives:

learning squares
fleece balls
pillows
carpet squares

sponges
yarn balls
nerf balls
etc.

2. Move about room and assist individuals who are having difficulty.
3. Instruct children not to bang or bump objects and to avoid collisions.
4. Relays: Vary distance in each activity where necessary. Distances shall be identified. This can be done by using boundary markers, books, taped circles, or other equipment.

TEACHER-PUPIL EVALUATION

1. Did the children listen and follow directions?
2. Can they touch body parts to other body parts?
3. Can they differentiate between right, left, front, back, side, etc.?
4. Can they touch body parts to surrounding areas?
5. Can they do it safely?
6. Were the children able to work in partners?
7. Were the children able to dance the hokey-pokey?
8. Were the activities varied to avoid fatigue?
9. Did you provide time for individual demonstrations?
10. Did you provide a 5 minute "Chatter Time" about what they did in class?
11. Did you explore the range of equipment mentioned in teacher evaluation No. 1?
12. Were the children able

MOVEMENT
PROBLEM: V. EXPLORE RELATIONSHIP OF BODY PARTS TO BODY PARTS; BODY PARTS TO ENVIRONMENT

RESOURCES:

P. 2 of 10.5 | 10.0 / 10.5

LEVEL: A - B - D

ACTIVITIES

head?. shoulder, knee, foot, etc

Change partners and repeat.

See "Variations" column for additional activities.

D. TEACH "HOKEY POKEY"

PART II:

To relate concepts, ask children, upon returning to the classroom:

- .Can you put your hands on your desk?
- .Can you touch the chalkboard with your elbows?
- .Can you touch the floor with your knee?

Continue questioning using the following parts:

hands to wall
knees to floor
head to desk
back to wall
fingers to books

nose to something yellow
ear to something red
stomach to floor

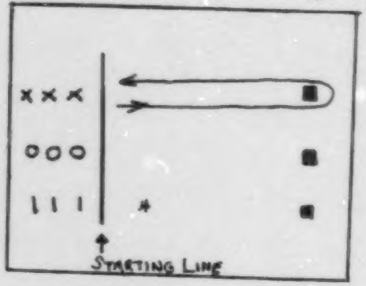
Continue questioning to include:

Body parts touching shapes; words; numbers, etc.

VARIATIONS

tween feet?

Divide class into teams. Establish simple game rules and scoring.



*Distance could be set at 10' or 5' depending on group abilities.

TEACHER INFORMATION

TEACHER-PUPIL EVALUATION

to associate and transfer concepts from the gymnasium to classroom activities?

MOVEMENT
PROBLEM: VI. EXPLORE BODY PARTS AND THEIR RANGE OF MOVEMENT USING NON-LOCOMOTOR MOVEMENTS

10.0 / 10.6

BODY IMAGE

LEVEL: A - B - D

LOCATION: GYMNASIUM

(Isolations: Side 1, Band 4)
EQUIPMENT/MATERIALS: Record Player - Record Album, "Perceptual Motor Rhythm Games", AR 50; Educational Activities*

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 10.6.1 Perform the following body movements: open, close, click, snap, clap, stamp, nod, bend, twist, turn, curl, wiggle, roll, shrug, stretch, tap .2 Participate in group game "Simon Says" .3 Move body and its parts to specific verbal cues in music TEACHER OBJECTIVE: To provide as many activities as possible to encourage the use of body parts to complete movement problems.	A. WARM-UPS B. MOVEMENT ED. TECHNIQUE: Can you: .close your eyes? .open your eyes? .bend your elbows? .stretch your arms? .open your mouth? .close your mouth? .bend your knees? .roll your body? .curl your body? .tap your fingers? .shrug your shoulders? .snap your fingers? .wiggle your nose? .wiggle your fingers? .wiggle your toes? .turn your head? .twist your body? C. ISOLATIONS: VOICE CUES D. ISOLATIONS: NO VOICE CUES E. TEACH GAME: "SIMON SAYS"	B. QUESTION: How many different body parts can you bend?...twist?... curl...open...close...stretch? VARIATIONS TO QUESTIONS: .Can you bend one body part and open another? .Can you twist a body part and stretch another? .Can you close a body part and open another? C. ASSOCIATION OF MOTOR CONCEPTS TO CLASSROOM ACTIVITIES: .Who can open his book? .Who can close his book? ....open the door? ....close the door? ....roll his pencil? ....roll his paper? ....twist his paper? ....turn the clock?	1. Print movement words on board. 2. Develop bulletin board: pictures of children clapping. 3. Use right, left, front, back, side concepts wherever possible. 4. If children are having difficulty responding to movement techniques, use mimetics and follow with the same question to reinforce learning. 5. Provide time to relate concepts from gymnasium to classroom. *Address for Educational Activities: P. O. B. 392 Freeport, New York 11520	1. Are the children listening and following directions? 2. Can the children differentiate between open-close; twist-turn, etc.? 3. Can the children respond to the music/verbal cues? 4. Was the record helpful? 5. Can the children perform two movements in opposition? 6. Were the children able to move rhythmically to music? 7. Was your room free of hazards? 8. Did the children have fun? 9. What other ways can you develop this lesson?

MOVEMENT
PROBLEM: VII. EXPLORE BODY PART MOVEMENTS USING JUMP ROPES

10.0 / 10.7

BODY IMAGE

LEVEL: A - B - D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: Jump Ropes Without Handles or See Teacher Information No. 1

RECOMMENDED BEHAVIORAL OBJECTIVES

THE CHILD SHOULD BE ABLE TO:

10.7.1 Understand body parts in relation to other body parts
.2 Rock body on back
.3 Know letters of the alphabet
.4 Manipulate rope to make specified shapes
.5 Understand the following movement terms:

cross	over	under
tie	untie	

.6 Count body parts
.7 Support body parts while other body parts move

TEACHER OBJECTIVE:

To provide activities such as body knots and bow making and relate and transfer activities to self-help skills.

ACTIVITIES

A. WARM-UPS

B. "BODY KNOTS"

.Can you cross your arms in front of you and grab your shoulders?
.Can your fingers travel across your back and touch?
.Can you sit down?
.Can you cross your legs in front of you?
.Can you get your knees closer to your body?

"Now that you are all 'tied up'" -

.Can you untie yourself and stand up?
.Can you sit down and tie yourself up again and rock on your back like a rocking chair? (boat?)

C. DISTRIBUTE ROPES:

.Can you make the letter "C" with your rope?

VARIATIONS

B. CHANGE LEVELS:

High, low, middle; tempo - fast, slow

C. SAY TO CLASS:

In the letter that you made, there is a circle (or a closed part). Can you point to that part? Can you put one body part on that space?

Continue questioning with each letter adding more body parts.

D. SAY TO CLASS:

If your bow does not have 2 circles, can you make the circles?

In the bow that you made, there are now two circles (or two closed parts). Can you place one hand in one circle and the other hand in the other circle?...two feet... one hand and one foot...knee

TEACHER INFORMATION

1. Jump ropes with handles can be used or purchase clotheslines and cut to lengths of 8' or 12'. Twine, yarn, ribbons could be substituted.
2. Develop the sample questions to include contrasting body movements, such as: twist one body part, bend another, etc.
3. A classroom lesson that could follow this activity is tying shoe laces, packages, etc.
4. Numbers and shapes can be reinforced by manipulating ropes.
5. Provide time for children to explore and solve problems presented.
6. This plan could easily need two or three periods to achieve objectives.
7. In Activity C, use letters, shapes, numbers that you are presently developing in class.
8. Develop procedures for

TEACHER-PUPIL EVALUATION

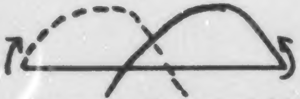
1. Are the children listening and following directions?
2. Did the sequence of questioning achieve the activity, Body Knots? If not, explore and develop questioning sequence.
3. Did you provide time for individual demonstrations?
4. Did you assist children who are having difficulty?
5. Did you provide sufficient time for children to explore the problem?
6. Did you provide activities that will assist the child in self-help skills, i.e., wrapping and tying packages; shoelaces, etc.?
7. Did this lesson accomplish the behavioral objectives established?

MOVEMENT
PROBLEM: VII. EXPLORE BODY PART MOVEMENTS USING JUMP ROPES

RESOURCES:

P. 2 of 10.7 | 10.0 / 10.7

LEVEL: A - B - D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
JdlbouaP9v D. BOW MAKING ACTIVITY:  .Can you make a straight line with your rope? .Can you find the middle of the rope? .Can you take one end and put it "over" the middle of the straight line? .Can you take the other end of the rope and put it "under" the middle of the rope?	and elbow, etc. Continue questioning to include: .Can you hop into one circle and jump into the other? .Can you put a body part "under" the rope? .Can you put a body part "over" the rope? .Can you put one body part "over" and another "under"?	distributing and collecting materials.	

MOVEMENT
PROBLEM: VIII. MOVING ON BODY PARTS EMPHASIZING BODY PLANES

10.0 / 10.8

BODY IMAGE

LEVEL: A - B - D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: Pillows - Yarn Balls - Record Player

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 10.8.1 Follow directions .2 Know the movement terms: .next to .front .back .side .top .bottom .3 Transfer past movement experiences and apply to new movement problems .4 Touch specified body parts that form particular body planes TEACHER OBJECTIVE: Provide movement problems that will assist learning body planes.	A. WARM-UPS B. MOVEMENT ED. TECHNIQUE: Scatter pillows around play area and say to children: "When I say go ..." .Can you find a pillow and stand next to it without touching it? .Can you put your belly on the pillow (front)? .Can you put your back on the pillow? .Can you lie on your side on the pillow? .Can you lie on the other side? .Can you touch the top of your body with your pillow? .Can you walk around your pillow with your front facing the pillow the entire turn (back-side)? .Can you touch the sides of the pillow with both	B. "LISTENING AND MOVING", side 1, band 1, Body Surfaces USING THE ABOVE RECORD ALBUM: .Can you touch the front of your body? .Can you touch the back of your body? .Can you touch the side of your body? PARTNERS: .Can you point to the front of your partner's body? .Can you point to the back of your partner's body? .Can you point to your partner's side? ....the other side? YARN BALL: .Can you stand so that the yarn ball is in front of your body? .Can you stand so that your back is facing the yarn	1. Discuss body planes - front, back, side, top, bottom. 2. Discuss what body parts are included in body planes. 3. Add movement words to movement notebook or bulletin board. 4. Other equipment can be used for this lesson, for example: learning squares, beachballs, Olympet Kit, etc. 5. Provide as many experiences as possible to enrich these concepts and to make children aware that planes can change with a turn of the body. 6. Incorporate right and left side. 7. Vary distance in tossing and space stations so that children have enough room to participate.	1. Were the children able to follow directions? 2. Were children able to identify body planes? 3. Were children able to find partners? 4. Were children able to classify parts of particular plane? 5. Were the children able to move around the circle correctly in response to your questions? 6. What other activities could you develop to enrich the lesson in the gym? 7. What activities in the classroom can you develop to reinforce concepts? 8. Did the children enjoy lesson? 9. Did you provide a 5 minute "talk or chatter" time?

MOVEMENT
PROBLEM: VIII. MOVING ON BODY PARTS EMPHASIZING BODY PLANES

RESOURCES: "LISTENING AND MOVING", Album LP 605, Educational Activities

P. 2 of 10.8
10.0 / 10.8
LEVEL: A - B - D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
hands? .Can you walk (skip, hop, jump) around the circle with your right side facing into the circle? ...left? .Can you walk with your back facing the inside of the circle? .Can you slide around the circle with your front facing the inside of the circle? .Can you move across the floor on your back?...front? .How can you move across the floor on your side?...other side? ...right side?...left side?	ball?...right ...left? .Can you touch the side of your body with the yarn ball?...the other side?...right side?...left side? .Can you touch the front of your body with the yarn ball? FRONT PLANE: WITH YOUR YARN BALL... .Can you touch your head, nose and mouth? .Can you touch your neck, chest and belly?...etc. SIDE PLANE: WITH YOUR YARN BALL... .Can you touch your ear and shoulder? .Can you touch your ear, shoulder, elbow?...etc. BACK PLANE: WITH YOUR YARN BALL... .Can you rub the back of your partner's head? .Can you rub the back of your partner's head, neck, and shoulders? Using chalk, draw body targets on wall. Have children toss at specified body planes.		

MOVEMENT
PROBLEM: IX. EXPLORE RANGE OF MOVEMENT OF BODY PARTS THAT BALANCE AND SUPPORT

10.0
10.9

BODY IMAGE

LEVEL: A - B - D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: MATS

RECOMMENDED BEHAVIORAL OBJECTIVES

THE CHILD SHOULD BE ABLE TO:

10.9.1 Listen and follow directions
.2 Touch body parts
.3 Travel on body planes
.4 Support and balance body on body parts
.5 Travel around fixed body parts
.6 Work with partners and upon teacher direction, take his turn
.7 Move specified body parts, exploring range of movement
.8 Know the movement terms:

travel swing balance
shake rub high
low slow fast
imitate elbow swing
two hand swing

TEACHER OBJECTIVE:

To provide ample opportunity and time to explore the movement problem.

ACTIVITIES

A. WARM-UPS

B. MOVEMENT ED. TECHNIQUE

When I say go ...

.Can you travel across the floor on one foot?...two feet?...hands and feet?
.Can you travel across the floor on the front part of your body...side... back?
(Assess knowledge of body part identification by asking children to touch specified body parts.)
.Can you put a hand on the floor and move your body around it?...the other hand...both hands...right ...left?
.Can you put your forehead on the floor and move the rest of your body around it?

HEADSTAND PROGRESSION

.Can you balance your body

VARIATIONS

B. MIRROR REFLECTION GAME

Divide class into two equal groups. Scatter group I on floor and ask Group II to find a partner.

SAY TO CLASS:

The boys and girls in Group I are "mirrors" and Group II boys and girls are "reflections". "Mirrors", listen very carefully and do what I say. "Reflections", listen and watch the "mirrors" and imitate what they are doing.

When I say go, can you ...

.stand on your toes?... shake your hands?
.stretch your arms high... low?
.touch your knees...shoulders?
.rub your stomach...rub your back?
.wiggle your nose?
.blink your eyes?

TEACHER INFORMATION

1. Introduce level change (high, low, medium) and speed (slow, fast, moderate) though questioning. For example: How high can you raise your hands? How slowly can you do this?
2. Provide classroom discussion on reflections before activity.
3. Read section on "spotting" and review techniques. The headstand should be done on mats. Children should work in partners and assist each other. Do not allow children to pull each other up. Move to each group and assist.
4. If students are having difficulty with bridge,

TEACHER-PUPIL EVALUATION

1. Are the children listening?
2. Are they able to follow directions? If not, why?
3. Do the children know their body parts?
4. Do they know their body planes?
5. Can they travel on their body planes?
6. Do the children understand the mirror-reflection concept?
7. Can the children support and balance their bodies on various body parts?
8. Can they travel around fixed body parts?
9. Do they understand that some body parts have more mobility than others?
10. Did you provide time for discussion?
11. Was there a good balance of activities to avoid fatigue?
12. Did you provide time for skill practice?

MOVEMENT
PROBLEM: IX. EXPLORE RANGE OF MOVEMENT OF BODY PARTS THAT BALANCE AND SUPPORT

RESOURCES:

P. 2 of 10.9
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LEVEL: A - B - D

ACTIVITIES

on your forehead, hands and feet?

- .Can you walk your feet to your hands so that your buttocks (fanny) are above your head?
- .Can you lift one leg (swing) and hold?
- .Can you swing the other leg up?
- .Can you lift both feet off the floor at the same time?
- .Can you balance your body on your head and hands (headstand)?
- .Can you keep one foot on the floor and move the rest of your body around it?
- .Can you put your back (front) on the floor and move your head, arms, legs to one side?.. the other side?
- .Keeping your back on the floor, can you lift one shoulder up off the floor?..both shoulders ...stomach...both legs?
- .Keeping your feet and shoulders on the floor, can you push your stomach to the ceiling?
- .Can you keep your feet and hands on the floor and push your stomach up to the ceiling and make a bridge?
- .Sitting, can you keep your feet and hands on the floor and push (lift) your buttocks (fanny) off the floor? Can you travel around the room in that position?
- .Can you keep your body very still and move your head? How many different ways can you move it?
- .Can you keep your body still and move your right arm?... left arm?...both arms? How many different ways?
- .Continue questioning fixing various body parts and moving others.

VARIATIONS

- .cover an ear and hold your nose?
- .hop on one foot?...clap your hands?
- .jump on two feet?...snap your fingers?
- .clap your hands high?...low?

Continue questioning to explore range of movement of body parts.

SAY TO CLASS:

We will now change places. The "mirrors" will become "reflections" and the "reflections", "mirrors".

- .Repeat movement problems.
- .Allow time for children to create movement patterns for partners to reflect.

C. WITH PARTNERS:

- .Can you and your partner join hands?
- .How many different ways can you turn around each other?...elbows?...one hand?
- .With hands joined, can you sit?... stand?
- .Can you stand back to back with your partner and hook elbows?
- .Can you sit in this position?... stand?

TEACHER INFORMATION

adjust hands close to ears, fingers pointing towards the body, elbows facing the ceiling.
Assist by lifting them under the lower back.

5. This lesson could easily involve two class periods.

MOVEMENT PROBLEM: X. EXPLORE RANGE OF MOVEMENT OF BODY PARTS AND THEIR RELATIONSHIP TO PLANES USING BEAN BAGS

10.0 / 10.10

BODY IMAGE

LEVEL: A - B - D

LOCATION: GYMNASIUM, MOTOR ROOM, PLAY AREA

EQUIPMENT/MATERIALS: Bean Bags - Record Player - Album - Homemade Band EA545*

*Address for Kimbo Educational Records:
P.O.B. 246
Deal, N. J. 07723

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 10.10.1 Follow directions .2 Support and balance bean bags on body parts which define body planes. .3 Respond to the following movement terms: next to curl front top bottom .4 Travel through space touching body planes with bean bags. TEACHER OBJECTIVE: To provide movement problems for reinforcement of the concepts of body planes and body parts.	A. WARM-UPS B. Scatter bean bags in the general play area. FRONT PLANE .Can you find a bean bag and stand next to it? .Can you balance the bean bag on the front of your body? .Can you find another place on the front of your body to balance the bean bag? .Can you move forward around the room while balancing the bean bag? .Can you hide the bean bag on the front of your body? .Can you curl the front of your body around the bean bag? Continue questioning to include back and side planes.	B. STANDING POSITION .Can you balance the bean bag on top of your body and walk? .Can you balance the bean bag on the bottom of your body? .Can you balance the bean bag on top of your shoulder? HORIZONTAL POSITION (BACK) .Can you place bean bag on top of your body and move bean bag with your body? .Can you place bean bag at the bottom of your body and move it? C. CONTINUE QUESTIONING Integrate various locomotor patterns, such as: walk; run; skip; jump; crawl; slide; etc.; with a change of direction (forward; backward; sideward). For instance, can you place the bean bag at the bottom of your body and slide sideways?	1. Encourage and point out the variety of body parts students select as their response to front plane tasks. 2. Concept of Top-Bottom: Child's body position will determine responses to movement problems. 3. Association of Motor Concepts to Classroom Activities: Who can place his books on top of his desk? .Who can put his pencil in the bottom drawer, etc.? 4. Include a variety of music and rhythmic accompaniments (i.e., drum, tambourine, etc.). This can be accomplished by using Kimbo Record: Home Made Band. SUBSTITUTE EQUIPMENT: inner tubes pla-tubes yarn balls pillows	1. Were children able to identify body parts and parts within the planes. 2. Were they able to transfer the understanding of planes to movement directions (sideward, backward, forward)? 3. Were children able to transfer concept of top-bottom in different body positions and associate with classroom experiences? 4. Did the children enjoy the lesson? 5. What other ways could you present these concepts? 6. Did the children move rhythmically to the music? 7. Did you provide time for individual demonstrations? 8. Were the activities varied to avoid fatigue? 9. Did you explore the properties of the substitute equipment for achieving the objectives?

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MOVEMENT
PROBLEM: XI. USE OF EQUIPMENT TO REINFORCE BODY PART IDENTIFICATION AND RANGE OF MOVEMENT

10.0 / 10.11

BODY IMAGE

LOCATION: GYMNASIUM

LEVEL: A - B - D

EQUIPMENT/MATERIALS: Inner Tubes, Car Tires, Record Player LP 8080 "And the Beatles Go On and On" Kimbo Educational Records

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 10.11.1 Follow directions .2 Respond to the following movement concepts: inside stretch catch pull step jog lift throw .3 Touch specified body parts with inner tubes and car tires .4 Work independently and as a team TEACHER OBJECTIVE: To provide problem solving situations to reinforce concepts and body parts.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE Scatter and alternate inner tubes and car tires on the gym floor. Say to class, "When I say go ..." .Can you find an inner tube and step inside? .Can you pull the tube over your head?...back? .Can you step on one side of the tube and stretch the other side to your knees...waist...chest... shoulders...mouth...eyes? .Can you throw the tube into the air and catch it on your arm...foot... around your neck? When I say go... .Can you find a car tire and stand in it? .Can you travel on the tire on your hands and knees?...feet and hands?	B. INNER TUBE STRETCHING TO MUSIC - "Beatles", repetitions to music, side B, No. 5. See resource. PARTNERS - INNER TUBE RING TOSS: .Can you toss your tube around your partner's arm...foot...,etc. OBSTACLE COURSE (to collect equipment): .Can you jump to an inner tube, put both feet on one side, pull the other to your waist and jump back like a pogo stick? .Can you put your tubes in in the basket? .Can you skip to a tire, stand the tire up and roll the tire into the equipment room? .Continue until all equipment is neatly put away.	1. Any record can be adapted for rhythmical movement with or without equipment. 2. Continue activities to include all body parts. 3. Allow time for children to develop routines with inner tubes to music. 4. Inner tube lengths vary. They can be adjusted by tying knots. 5. Check sound to insure that every child can hear. 6. Safety: Check tires to insure they are clean and free of any glass or metal objects. Tires can be painted. Use enamel or latex paint. 7. Reinforce circle concept using tires and tubes. Say to class, "What shape is the equipment?" ACTIVITIES CONTINUED: .Can you bounce up and down on your feet and hands..knees..? .Can you lie on the tire on your back..stomach and bounce? .Can you stand your tire up and roll it around the room without bumping anything... Can you change direction?	1. Are the children able to follow directions? 2. Do the children know their body parts and planes? 3. Were the children able to develop routines? 4. Did the equipment help to develop movement concepts? 5. Was the music appropriate to the activity? Could you use other bands on the album? 6. Were the children able to work individually? 7. Were the children able to find a variety of solutions to problems presented? 8. Did you provide time for a summary of the lesson? 9. Did the children enjoy the lesson? ACTIVITIES CONTINUED: Obstacle Course: Scatter tires. Establish a "home" location. STARTING FROM HOME, can you jog around the floor and jump into four tires or tubes and return "home"? (6...8etc.?

MOVEMENT PROBLEM: XII. EXPLORE RELATIONSHIP OF BODY PARTS TO ENVIRONMENT TO CREATE SHAPES

10.0 / 10.12

BODY IMAGE

LEVEL: A - B - D

LOCATION: GYMNASIUM - CLASSROOM

EQUIPMENT/MATERIALS:
Gymnasium: Hula Hoops, Yarn Balls, Pla-Tubes
Classroom: Overhead Projector, Butcher Block Paper, Colored Chalk or Crayons

RECOMMENDED BEHAVIORAL OBJECTIVES

THE CHILD SHOULD BE ABLE TO:

10.12.1 Make shapes with body parts
.2 Respond to the following movement concepts:

small
big
thin
wide
narrow
crooked
square

twisted
circle
round
high level
low level
clap

snap
run
skip
under
over
closest

.3 Work individually
.4 Work with a partner
.5 Sing song and perform the action words
.6 Color the mural

TEACHER OBJECTIVE:

To modify the environment to explore concepts of shapes and shadows through the use of body parts.

ACTIVITIES

PART I - GYMNASIUM

A. WARM-UPS

B. TESTING:

.Can you find a circle on the floor and walk around it?
.Can you make a circle using just your arms ... legs ...whole body?
.Can you make a thin ... wide ...twisted ...shape with your body?
.How small ...big can you make your body?
.Can you travel around the room changing your shape from small to big?
.Can you find a partner and sit?
.When I say go, can you and your partner make a round ...square shape with your arms ...total body?
.Can you make a shape that your partner can get through?

VARIATIONS

B. WITH HULA HOOPS:

.Can you hold the hoop with one ...two ...three body parts?
.Can you hold the hoop at a high level ...low level with two ...three ...four body parts?
.Can you put the hoop on the floor and put one ...two ...three, etc. body parts in the hoop?
.Can you put two body parts in the hoop and two outside the hoop?

WITH YARN BALLS:

.Can you move the yarn ball with your hand ...nose ... knee ...ankle?
.Can you balance the yarn ball on your head ...shoulder ...knee and walk around the room?

Scatter the yarn balls around the room and say to class: "When I say go, can you

TEACHER INFORMATION

GYMNASIUM:

1. Substitute equipment where necessary.
2. Reinforce color concept when working with colorful equipment.
3. Refer to Activities Column B. It should be read:

.Can you make a circle using just your arms?
.Can you make a circle using just your legs?
.Can you make a circle using your whole body?

The questions listed are samples to be expanded based on the level of the students.

4. If children are having difficulty, use a flash card with a picture of a circle.
5. Vary questions by introducing change of level, speed, direction, etc.
6. Plan for distributing and collecting material.

TEACHER-PUPIL EVALUATION

GYMNASIUM:

1. Are you stressing use of personal and general space?
2. Were the children able to develop creative responses?
3. Did the children understand the concepts presented?
4. Did the equipment assist in teaching objectives?
5. Are you able to recognize correct responses from those that are incorrect?
6. Many of the challenges are general. Did you vary questions to include change of direction, levels, speed, etc.?
7. Did you vary activity to avoid fatigue?

CLASSROOM:

1. Did the children learn the song?

MOVEMENT
PROBLEM: XII. EXPLORE RELATIONSHIP OF BODY PARTS TO ENVIRONMENT TO CREATE SHAPES

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LEVEL: A - B - D

RESOURCES:

ACTIVITIES

.Can you balance your body on two body parts so that your partner can go under ...over?

GAME: FOLLOW THE LEADER

.Can you follow your partner and change shapes when he does, without colliding or bumping each other?

PART II - CLASSROOM

Teach words to song, "Me and My Shadow":

Me and my shadow,
All alone and feeling good.
Me and my shadow,
Hopping down the avenue.
Well, we can clap all day
And snap all day
And skip all day
Because we like to play.
Me and my shadow,
All alone and feeling good.

Instruct children to sing and perform mimetics to produce shadows on paper.

VARIATIONS

travel around the room without touching the yarn balls? When I clap, touch the yarn ball closest to you with your nose ...head ...eye ... belly button ...thigh, etc.

PLA-TUBES:

.Can you balance the pla-tube on your hand ...finger ...shoulder?
.Can you move the pla-tube from a low level to a high level with two ...three, etc., body parts?

SHADOW MURAL:

Using an overhead projector, project transparencies of sun, water, clouds, fence, house, children at play on butcher block paper.

PART I: Encourage children to interact with the shadows on a shadow mural.

Question: What do you like to do on a warm summer day?

PART II: Divide class into two groups.

Group I: Shadow Makers
Group II: Tracers

TEACHER INFORMATION

CLASSROOM:

1. Discuss shadows and shapes.
2. Set up an overhead projector and cover chalkboard with butcher block material to elicit creative shadow play. Start with hands and fingers to develop bunny with ears, bird, etc.
3. Prepare transparencies: sun, clouds, etc.
4. Discuss shapes in relation to actual size.
5. Safety: Cool lamp when necessary. Instruct children to avoid contact with equipment and electrical cords, etc.

VARIATIONS

Instruct shadow makers to interact with the scene and hold the position. Tracers will outline the shadow on the butcher block paper.

PART III: Class Project

Color mural.

TEACHER-PUPIL EVALUATION

2. Were they able to develop creative movements to the action words?
3. Were the children able to interpret shadow movements?
4. Were the children able to associate movement patterns to transparencies?
5. Were children able to hold positions to allow tracers to complete silhouette?
6. Did you display the completed mural?
7. Did this lesson accomplish the behavioral objectives?

MOVEMENT
PROBLEM: XIII. MANIPULATE EQUIPMENT USING BODY PARTS

10.0 / 10.13

BODY IMAGE

LEVEL: A - B - D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: Bean Bags

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 10.13.1 Listen and follow directions .2 Travel through space balancing bean bags on specified body parts .3 Combine body parts to perform movement tasks of: twist bend rock curl stretch roll .4 Exchange bean bag from body part to partner's body part TEACHER OBJECTIVE: To provide additional manipulative activities and equipment to reinforce body identification.	A. WARM-UPS B. MOVEMENT ED. TECHNIQUE: .Can you balance bean bag on head and walk a straight line (shoulder, arm, foot, back)? .Can you hold the bean bag between your knees and jump up and down? .Can you travel with the bean bag between your knees? .Can you balance the bean bag on your stomach? .Can you travel with the bean bag balanced on your stomach (thighs, shins, back, buttocks, etc.)? .Can you put the bean bag on the floor and pick it up with your feet? .Can you push bean bag with one foot?...the other foot? .Can you toss the bean bag in the air and catch it? One hand catch? .Can you balance your body	1. Partners exchange bean bag from body part to body part. .hand to hand .neck to neck .foot to foot What other ways can you exchange bean bag? 2. Relay Races Select movement problems from Activities column and develop relay races. 3. Obstacle course - selecting body parts to travel on. .Can you travel around the obstacle course on your hands and feet ... three body parts ...two ...one? .Can you curl your body in a very small space? .Can you reach up with one hand and stretch slowly, pulling your body up until you are standing on your tip	1. Encourage children to explore different levels and speed through questioning. For example, "how quickly?" "How slowly?" 2. Note the development of skills for future activities or games. .bean bag exchange .hand to hand - baton exchange for relay races 3. Did you provide for the distribution and collection of bean bags? 4. If your bean bags are in assorted colors, you can develop color concepts in this lesson. 5. Plan organization for movement of groups from individual to partner, etc.. 6. Do not stand in one place while children are working on their problems. Move around and identify parts or say: "Johnny, on what part are you balancing the bean bag?"	1. Did the children perform well? 2. How would you rate yourself in the presentation of this lesson? 3. What ways can you change this lesson? 4. Were the children able to move from their scatter formation to partner play to relay races? 5. Are you starting the children on command (go) and stopping them on command (stop)? 6. Do the children understand concepts - twist, curl, stretch, bend, rock, roll? 7. Can they perform these movements in combination? 8. Did the children have fun?

MOVEMENT
PROBLEM: XIII. MANIPULATE EQUIPMENT USING BODY PARTS

RESOURCES:

P. 2 of 10.13

10.0 / 10.13

LEVEL: A - B - D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
on four body parts over the bean bag? ...three body parts? ...etc.? .Can you balance the bean bag on one body part and stretch another? .Can you balance the bean bag on another body part and curl another? .Can you balance your bean bag on another body part and bend another? .Can you balance your bean bag on still another part and twist another? .Can you put your bean bag in this bag and line up at the door without touching anyone?	toes? .Can you curl up in a ball as quickly as possible? .Can you lie on the floor and take up a lot of space stretching your whole body? .Can you make yourself thinner - thinner and thinner until you are long, thin and straight? .Can you curl your knees to your chest? .Can you stretch your arms up reaching for the ceiling? .Can you grab your knees and "kiss" them? .Can you rock and roll on your back?	. Can you find other body parts to balance the bag on? . Can you change the level of body/or part? 7.Note creative responses for your movement Ed. Repetoire. 8.Ask children to mirror creative responses i.e. Let's look at Johnny? Can we all try what he is doing?	

MOVEMENT
PROBLEM: XIV. EXPLORE RANGE OF MOVEMENT OF BODY PARTS AS IT RELATES TO DIRECTION

10.0 / 10.14

BODY IMAGE

LEVEL: A - B - D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: Record Player "1 - 2 - 3 and Move", LP 9077, Kimbo Educational Records (Side 2 without narration)* "And the Beatles Go On and On" LP 8080 Elementary, Kimbo Educational Records*

*Add. of Kimbo Records:
P.O.B. 246
Deal, N.J. 07723

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 10.14.1 Listen and follow directions .2 Move specific body parts in a specific direction .3 Respond to following movement concepts: up down front behind join .4 Transfer past movement experiences and apply to new movement problems .5 Count and move specific body parts while travelling TEACHER OBJECTIVE: To provide activities that would increase awareness of body image as it relates to direction.	A. WARM-UPS B. MOVEMENT ED. TECHNIQUE .When I say go, can you find your own personal space? .Can you wiggle your fingers up ...down ...side? .Can you put your arms in front ...side ...behind ...above your head - and shake them? .Can you swing your arms forward and backward? .Can you swing your arms forward and backward and lift your feet off the floor? .Can you swing your arms forward and jump forward at the same time? .Can you swing your arms in large circles forward ...back? .Can you put your elbows behind ...front ...sides? .Can you clap your hands in front ...behind ... side ...the other side? .Can you walk and clap?	B. INTRODUCE MUSIC: .Can you clap your hands to this music? .Can you tap your foot to this music? .Can you clap and tap to this music? .Can you show me your knee? .Can you move it? .Can you move it to music? .Can you make your knee the highest part of your body and your back the lowest? .Can you move and keep your knee high? C. REVIEW OF BODY LANGUAGE: .How can you say hello using just your hands? ...goodbye?...come over here? ...go away?...I love you? .D. Refer to Teacher Information #2 for expansion ideas.	1. Listen to music before introducing to children. 2. Vary questions to include level, speed change and a variety of locomotor movements. 3. Music enhances activities and children learn to relax and flow with the movement. Most music can be adapted by either slowing down tempo or increasing. Insure that each child can hear the music while he is working.	1. Do the children have an understanding of their body parts? 2. Were the children able to differentiate between shake, clap, twist, turn, etc.? 3. Were the children able to associate these movements to different body parts? 4. Were the children able to communicate with each other using body language? 5. Were the children able to move to the music?

MOVEMENT PROBLEM: XV. EXPLORE RANGE OF MOVEMENT WITH EMPHASIS ON BODY PLANES AND SPATIAL AWARENESS	10.0 / 10.15
	BODY IMAGE
LOCATION: GYMNASIUM/CLASSROOM	LEVEL: A - B - D
EQUIPMENT/MATERIALS: Olympet Kit	

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 10.15.1 Listen and follow directions .2 Respond to the following movement concepts: front, back, side, bottom over, under, between right, left, pull, push .3 Play game, "Hurdles" TEACHER OBJECTIVE: To expand sample questions. To reinforce spatial awareness.	A. WARM-UPS B. MOVEMENT ED. TECHNIQUE Front: .Can you place the circle on the front of your body? .Keeping the circle on the front of your body, can you travel around the room with your circle? .Can you keep the circle on the front of your body and balance on four body parts? .Can you hold the circle in front of you and pretend you are driving a car? Can you drive your car fast down the hill and slow up the hill? .Can you make a right ... left turn? Back: .Can you place the circle	CLASSROOM: Front: .Putting your hands on the front of your desk, can you pull the desk to you? Back: .Putting your hands on the back of your desk, can you push the desk away from you? Sides: .Can you move your desk from one side to the other? .Can you stand on the right side of your desk and lift it off the floor?...left? .Can you put your arms around the sides of your desk? Bottom: .Can you touch the bottom of your desk ...chair ...chalkboard?	1. Avoid fatigue by varying tempo of activities. 2. Plan for distribution and collection of materials. 3. Expand classroom variations and reinforcement of concepts to include classroom furniture and accessories. 4. The Olympet Kit is colorful. Plan to include color concepts in the lesson, for example: When I say go, boys and girls with blue circles line up, one behind the other, at the door. 5. Print movement concepts on the board and discuss. 6. Teach driving "stop" signals, right turn signals, left turn signals and incorporate into lesson.	1. Were children able to follow directions? 2. Was there an understanding of the concepts? 3. What other ways could you develop this lesson? 4. Did the children enjoy the activity? 5. Did the activity (Hurdles) reinforce concept of "over"? 6. Did the classroom activities help reinforce the concepts? 7. Were the children able to use body language signals in activities? 8. Were the sample questions helpful in exploring directional concepts? 9. Did you vary activities to avoid fatigue? 10. Did the equipment assist in developing the objectives?

MOVEMENT
PROBLEM: XV. EXPLORE RANGE OF MOVEMENT WITH EMPHASIS ON BODY PLANES AND SPATIAL AWARENESS

RESOURCES:

P. 2 of 10.15 | 10.0 / 10.15

LEVEL: A - B - D

ACTIVITIES

on your back and pretend you are carrying a heavy sack?
.Can you carry the sack up and down the hills?
.Can you make your sack very light and skip up and down hill?

Side:

.Can you place the circle on your side?
.Can you pretend that your sides are glued to you and travel around the room with your circle glued to your side?
.Can you carry the circle under your arm like a football? Can you run with it?
.Can you carry the circle on the other side and skip with it?
.Can you put the circle under your right ...left arm?

Bottom:
.Can you place the circle on your ankle?
.Can you spin the circle on your ankle?
.Can you balance the circle on the bottom of your feet?

ACTIVITIES

Top:
.Can you lie on top of your desk?
Between:
.Can you put your books between the legs of your desk?
Over:
.Can you hold your books over your desk?
Under:
.Can you put your feet under your desk ...chair?
.Can you move the circle high... low without dropping it?
Top:
.Can you balance the circle on top of your head? Can you walk... skip... run without dropping the circle?
Between:
.Can you put the circle between your knees? Can you travel around the room without dropping it?
Over:
.Can you hold the circle over your head...knee...foot...elbow... without touching the body part?
.Keeping the circle over you, can you travel around the room?
Under:
.While sitting with your feet on the floor, can you put the circle under your knees... buttocks...feet?

ACTIVITIES

C. TEACH GAME - HURDLES:
Half the class is to be kneeling in their personal space, holding an Olympet circle.

The other half will jump or leap over the circles without knocking them down or touching students. Positions of circles can be varied. Hurdlers and kneelers exchange positions.

VARIATIONS

Top:
.Can you lie on top of your desk?
Between:
.Can you put your books between the legs of your desk?
Over:
.Can you hold your books over your desk?
Under:
.Can you put your feet under your desk...chair?
.Can you move the circle high... low without dropping it?
Top:
.Can you balance the circle on top of your head? Can you walk... skip...run without dropping the circle?
Between:
.Can you put the circle between your knees? Can you travel around the room without dropping it.
Over:
.Can you hold the circle over your head...knee...foot...elbow... without touching the body part?
.Keeping the circle over you, can you travel around the room?
Under:
.While sitting with your feet on the floor, can you put the circle under your knees...buttocks... feet?

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10.0
10.16

BODY IMAGE

LEVEL: A - B - D

MOVEMENT PROBLEM: XVI. CREATE OBSTACLE COURSE TO REINFORCE RANGE OF MOVEMENT OF BODY PARTS AND DIRECTION

LOCATION: GYMNASIUM/CLASSROOM

EQUIPMENT/MATERIALS: Examine Diagrams for Suitable "In House" Equipment/Supplies for Use in Developing Obstacle Course in Gymnasium and Classroom

RECOMMENDED BEHAVIORAL OBJECTIVES

THE CHILD SHOULD BE ABLE TO:

10.16.1 Listen and follow directions
.2 Respond to the following movement concepts:

over
side
right
squeeze

under
bottom
left
around

between
above
crawl

.3 Transfer past movement experiences and apply to new movement problem.
.4 Negotiate and maneuver body through obstacle course.

TEACHER OBJECTIVE:

To create an obstacle course (maze) to provide opportunities for children to negotiate and maneuver their bodies in space.

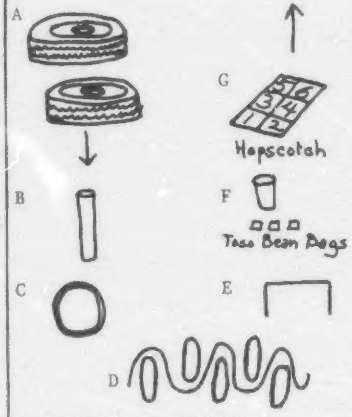
ACTIVITIES

A. WARM-UPS

B. OBSTACLE COURSE (GYMNASIUM)

Starting Line

Finish



SUGGESTED ACTIVITIES:

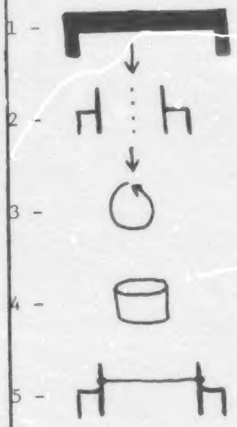
.Locomotor activities (forward, backward, sideward)
.Establish pathways with equipment: st[illegible] line, curved, circ[illegible]zag.

VARIATIONS

A. WARM-UPS

B. OBSTACLE COURSE (CLASSROOM)

Starting Line



Finish

TEACHER INFORMATION

1. Size of obstacle course depends on space available, students' abilities and limitations.
2. Provide assistants at each station to provide safety.
3. Play background music while children are moving.
4. Prepare action word card: over, under, around, right, left, etc., and post at each station.
5. Introduce a limited number of concepts and gradually include all. For example, set up equipment to accommodate right/left concepts.
6. Place mats under or over, etc., where protection is necessary.
7. CHECK ALL EQUIPMENT TO INSURE SAFETY.
8. Suggestions for possible equipment:

TEACHER-PUPIL EVALUATION

1. Was the environment safe?
2. Were the stations clearly defined?
3. Did you provide adequate space for each station?
4. Were the children able to differentiate concepts?
5. Were you able to integrate more than one concept, i. e., over, under between and around?
6. Did you discuss activities and relate them to body image and spatial awareness?
7. Did the children have fun? Do they want to do it again?
8. Did you leave the gymnasium as you found it?
9. Could you associate and discuss the obstacle course and relate it to their daily environment, such as shopping, travelling subways and busses, travelling the streets, travelling in school building, etc.

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MOVEMENT
PROBLEM: XVI. CREATE OBSTACLE COURSE TO REINFORCE RANGE OF MOVEMENT OF BODY PARTS AND DIRECTION

RESOURCES:

P. 2 of 10.16 | 10.0 / 10.16

LEVEL: A - B - D

ACTIVITIES

.Create levels - high, low
.Establish direction - right, left
.Stations could include manipulative activities, i. e., jumping rope, bouncing ball, tossing bean bags for accuracy, stretching inner tubes.

VARIATIONS

TEACHER INFORMATION

CLASSROOM	GYMNASIUM
Desks	Hoola Hoops
Chairs	Bean Bags
Books	Jump Ropes
Wood Blocks	Pla-Tubes
Stools	Balance Beams
Tables	Parachute
Window Pole	Batacas
Wastepaper Baskets	Frisbies
Steps	Crawl Tunnel
etc., etc.	etc., etc.

NOTE: Small equipment can be brought into classroom for use. Inner tubes, car tires, sponges, etc., are inexpensive or free. Explore their possibilities for use.

9. PLAN your activities before going into the gymnasium.
10. Introduce each component of the obstacle course. Students should walk through for the first time and allow them to explore each station.

.How many different ways can students enter - go through - come out of the station?

TEACHER-PUPIL EVALUATION

MOVEMENT
PROBLEM: XVII. BODY SHAPE CONCEPTS

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS:

10.0 / 10.17

BODY IMAGE

LEVEL: A - B - D

RECOMMENDED BEHAVIORAL OBJECTIVES

THE CHILD SHOULD BE ABLE TO:

10.17.1 Respond to the following shapes and concepts:

small	round
big	straight
thin	narrow
tall	wide
wide	twisted
long	curved

.2 Touch body parts to other body parts
.3 Open and close body parts

TEACHER OBJECTIVE:

To present problems that will allow children to explore body shapes.

ACTIVITIES

A. WARM-UPS

B. INTRODUCTION TO SHAPE

"Today we are going to make our bodies into many different shapes - shapes that are round, straight and curved. Let's begin."

MOVEMENT ED. TECHNIQUE

Keeping both feet on the floor -

.How small can you make your body?
.How big can you make your body?
.How thin can you make your body?
.How tall can you make your body?
.How wide can you make your body?
.How long can you make your body?

.Can you make one body part small and another big?

VARIATIONS

BODY PARTS:

B. .Keeping your back on the floor, can you be small and round?
.Keeping your elbow on the floor, can you be straight and narrow ... straight and wide?
.Keeping your head on the floor, can you be long and curved?
.Keeping your buttocks on the floor, can you twist your body?
.Can you travel around the room taking very big walking steps?
.While walking, can you make big movements with your arms ...head?
.Can you walk faster taking big steps ...slower, taking big steps?
.Can you travel forward at a high level making big movements with your arms?
.Can you travel forward at a low level making small movements with your

TEACHER INFORMATION

1. Reinforce laterality by indicating right or left body part or body plane.
2. Reinforce directionality by specifying traveling to the right and left.
3. Include questions to further develop speed, level and pathways.
4. Provide classroom lesson to develop shape concepts and reinforce with classroom game, "I'm Very, Very Tall".
5. This lesson can be developed with or without equipment. For example: balance bean bags on body parts or planes while children are traveling or changing shapes.
6. Discuss movement vocabulary in the classroom.

TEACHER-PUPIL EVALUATION

1. How could you develop this lesson using equipment, music, etc.?
2. Are the children able to move in a variety of ways while their bodies are changing shape?
3. Are they able to move smoothly from one shape to another?
4. Can they differentiate shapes?
5. Can they control their movements to fit the available space in obstacle courses?
6. Are the children able to work with partners?
7. Did the games help to develop the shape concepts?
8. Did the children have fun?

MOVEMENT
PROBLEM: XVII. BODY SHAPE CONCEPTS

P. 2 of 10.17 | 10.0 / 10.17

RESOURCES:

LEVEL: A - B - D

ACTIVITIES

- Can you make one body part wide and another long and thin?
- Can you clap your hands ...tap your knees ...put your nose on your knees ...jump and land with your feet apart ...curl your body like a ball and rock like an egg?

C. BODY OBSTACLE COURSE

Divide class in half.

Group 1: Can you find a place in the room and make yourself very small?

Group 2: In how many ways can you move either under, over, or around four small people and get to the other side of the room?

Continue questioning to reinforce learning of concepts by changing tasks for each group.

D. CLASSROOM ACTIVITY GAME

I'm Very, Very Tall

I'm very, very tall!
I'm very, very small!
Sometimes tall, sometimes small,

ACTIVITIES

Guess what I am now?

Directions:

Make a circle and drop hands. One child stands in circle with blindfold. At words, "I'm very, very tall", children stretch and stand on tip toes. With words, "I'm very, very small", children squat very low. On words, "Guess what", child in center guesses tall or small. If child in center is correct, children clap. Choose another leader.

Variation:

Big vs. thin
Wide vs. long

VARIATIONS

head? hands and feet?

C. Body Obstacle Course with Partners

Group 1: Can you and your partner find a place in the room? Can you and your partner make yourself small and big (thin/tall), (wide/long)?

Group 2: Can you and your partner hold a body part and move over or under four small and big sets of people?

Continue questioning to vary movement patterns.

TEACHER-PUPIL EVALUATION

MOVEMENT
PROBLEM: XVIII. TRAVELING ON VARIOUS BODY PARTS EMPHASIZING SHAPES

10.0 / 10.18

BODY IMAGE

LOCATION: GYMNASIUM

LEVEL: A - B - D

EQUIPMENT/MATERIALS: Hula Hoops, Bean Bags - Record Player - Album LP 8080 EL "And the Beatles Go On & On"

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 10.18.1 Listen and follow directions .2 Walk through space and move to rhythmic beat of music or drum on specific body parts .3 Travel through space exploring range of body part movements .4 Balance equipment on specified body parts .5 Travel through space balancing body on specified body parts .6 Travel through space exploring body shapes .7 Work with partners of equal size .8 Travel with partner joining specified body parts TEACHER OBJECTIVE: Transfer past movement experiences and apply them to new movement problems.	A. WARM-UPS B. KEEPING TIME TO MUSIC OR DRUM .When I say go, can you walk to this music? .walk on your tip toes ...walk and clap hands ...rub belly ...tapping shoulders ...touching hands to knees ...touching hands to feet ...tapping shoulders and tapping knees? C. SPACE - Scatter Hula Hoops Around Floor: .When I say go, can you walk around the hula hoops and when the music stops, put your hand in the hoop? ...foot ...both feet ...both hands ... head ...buttocks ...one foot and one hand ... three body parts ...four body parts?	B. TIME .Can you travel on your tip toes and be tall and straight? .Can you travel around the room clapping your hands and be small and curved? .Can you travel around the room on your hands and feet and twist your body? C. SPACE .Can you put your hand in the hoop and curve your body around it? .Can you place one hand and one foot in the hoop and twist your body to the music? D. BALANCE .When I say go, can you walk around the gym and, when music stops, balance on one foot? ...	1. Use music as much as possible in background - simple songs with a definite beat. In regard to the music, you will note that no side or band number was specified. Listen to the beat and develop questions that will challenge students to move. 2. Move around and assist students who are having difficulty. 3. Have child who is sitting out, operate record player. 4. Encourage correct clothing and sneakers. 5. Substitute equipment, if necessary. For example, jump ropes (clothesline) could be substituted for hula hoops. 6. Include right-left concepts.	1. Are they able to follow directions? 2. Do they know their body parts? 3. Are they walking and moving body parts to music (beat)? 4. Are they clapping and tapping to music? 5. When music stops, can they find correct body part and body shape to put in hoop? 6. Are they moving in space without pushing or bumping into other students? 7. Am I adapting to each situation? 8. Are they relating to space and maneuvering smoothly? 9. Are the questions suitable for your group? If not, how can you adapt or modify them? 10. Do they understand size/shape/opposite concept?

MOVEMENT PROBLEM: XXVIII. TRAVELING ON VARIOUS BODY PARTS EMPHASIZING SHAPES

P.2 of 10.18 | 10.0 / 10.18

RESOURCES:

ACTIVITIES

D. BALANCE
- .Can you balance on your body on your toes...heels...buttocks... hands and feet...hands and one foot...feet and one hand...two hands...head and two feet?
- .Can you walk on your toes forward and backward...heels?
- .Can you walk a straight line with hands on hips...one hand on shoulder and one hand on hips...change hands?

E. PARTNERS
- .Can you find a partner who is your size?
- .Can you and your partner join hands and walk forward and backward?
- .Still holding hands, can you hop on one foot? jump?
- .Can you walk...run...skip...hop in this position?
- .Can you hook elbows and skip in a circle?

F. OBSTACLE COURSE - Hula Hoops
- .Can you walk around the obstacle course and every time you come to a hoop, touch the hoop with a different body part?

ACTIVITIES

Place bean bag into each hoop:
- .Can you walk to a bean bag and, without stepping into a hoop, pick bag up and balance it on your head?
- .Can you now travel to an empty hoop and put the bag down?
- .Can you travel slowly, at a high level, to another bean bag, pick it up, balance it on your shoulder, and take it to a new hoop?

VARIATIONS

one foot and one hand...both hands and one foot...hands, feet, head?
- .Can you make a wide shape... a narrow shape...a twisted shape?
- .Can you travel around the room taking very big steps moving your arms in circles?

- .Can you travel walking fast on a straight line and, when I clap, curl your body?

E. PARTNERS
- .Can you follow your partner around the gymnasium and change your shape when he does?
- .Can you follow your partner and make an opposite shape? For example, if your partner makes a wide shape, you make a thin shape.

TEACHER INFORMATION

7. Discuss "opposite". Cite examples.
8. Vary distances for tossing into hoops.
9. Vary formations of children and hoops to allow for accuracy and to increase the difficulty of the task.

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MOVEMENT PROBLEM: XIX. TRAVELING ON BODY PARTS AT DIFFERENT LEVELS

10.0 / 10.19

BODY IMAGE

LEVEL: A - B - D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: Pla-Tubes - Beach Balls - Markers

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 10.19.1 Locate high-medium-low levels on body .2 Move in personal space at high, medium and low levels on different body parts .3 Move in general space at high, medium and low levels on different body parts .4 Bounce a ball at low, medium, high, and very high levels .5 Bounce ball at various levels and change direction. TEACHER OBJECTIVE: Provide opportunities and an environment for the children to negotiate and maneuver their bodies and objects on various levels.	A. WARM-UPS B. MOVEMENT ED. TECHNIQUE Today, we are going to explore levels: .Can you take a pla-tube and find a space on the floor without touching anyone or anything? .Can you take the pla-tube with both hands and hold it at your shoulders? Everything above your shoulders, we will call the high level. .Can you name body parts that are in your high level? .Can you take your pla-tube and touch your hips ...shoulders? (That is called the medium level.) .Can you now roll your pla-tube over the body parts in your medium level?	B. .Can you reach up and touch all the air space that is in your high level? .Can you get a foot into your high level space ...the other foot? .Can you bend your medium level space ...twist ... curl ...stretch? .Can you put your head into your medium level and spin around? .What other body parts could you put into your medium level? .Can you put your high and medium level body parts into your low level? .How much of your whole body can you get into your high level? .Can you jump higher ... higher and stretch those arms? .Can you travel around the gymnasium at a high ...medium ...low level? .Can you travel around the room on one ...two	1. Discuss concept of levels (high - medium - low) in classroom lesson before going into the gymnasium. Examples: elevators, buildings, bridges; subways, busses, airplanes 2. Discuss movement vocabulary in the classroom. a. traveling at a high level, medium level, low level b. traveling in a direction and combining it with a level c. bouncing beach ball in different levels d. etc. 3. Develop short poems focusing on levels: I can lift my hands high, I can put my hands low.	1. Are the children listening and following directions? 2. Are they able to move in personal and general space at high, medium and low levels? 3. Are they able to bounce the ball at the various levels? 4. Are they able to change directions and level more smoothly after practice? 5. Can they negotiate and maneuver their bodies through the obstacle course? 6. What other activities could you develop with the pla-tube to reinforce levels and level changes? 7. Did you provide a well-balanced lesson of activity so that fatigue would be avoided?

MOVEMENT
PROBLEM: XIX. TRAVELING ON BODY PARTS AT DIFFERENT LEVELS

P. 2 of 10.19

10.0 / 10.19

RESOURCES:

LEVEL: A - B - D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
.Can you name them? The rest of the space from your knees down to your feet is called the low level. C. .Can you bounce your ball at a high level ...medium level ... low level? .Can you travel around the room at a medium level and bounce your ball at a medium level ... low level? Scatter markers on gymnasium floor with focus on certain pathways and say to children: .Can you bounce your ball at a medium level and travel forward ...backward ...sideward ...circular pathway ...zigzag?	...three ...four body parts? .Can you travel around the room at the lowest level ...highest level? .Can you make a balanced shape at a medium level, count to four and change shape again? .Can you find a partner? Can one of you make a high level bridge and the other go under at a low level? ...medium bridge - under at a medium level? ...low bridge - over at a high level? (Change positions and challenge with additional questions.) C. Develop obstacle course representing high levels, medium levels and low levels. Challenge students to maneuver and negotiate space in obstacle course.	I can clap my hands fast, I can tap my fingers slow. I can swing my leg high; Now, can I swing it low? I can swing my other leg high, Can I swing it behind? I can run in place or Run far away. I can find myself a chair And sit down - But why not start again? 4. Children should be challenged to move to poem. 5. Encourage children to find their own personal space. 6. Encourage children to develop their own poems and short stories. 7. Prepare for distribution and collection of equipment. 8. Include direction and right and left concepts when possible. 9. Music can be played while children are working to allow for relaxed atmosphere. Keep the volume low.	

10.0
10.20

MOVEMENT
PROBLEM: XX. REINFORCING MATH CONCEPTS THROUGH BODY IMAGE ACTIVITIES

BODY IMAGE

LEVEL: A - B - D

LOCATION: GYMNASIUM

Album: Parachute Play
EQUIPMENT/MATERIALS: Parachute - Hula Hoops - Scooters - 3 Sets of Oaktag Numbers, 1 through 8 - Record Player

RECOMMENDED BEHAVIORAL OBJECTIVES

THE CHILD SHOULD BE ABLE TO:

10.20.1 Count one through eight
.2 Recognize numbers one through eight
.3 Match number to number found on parachute and hoops
.4 Understand term "next to"
.5 Place specified number of body parts in hoop
.6 Travel through space matching movement task to numbers
.7 Work individually and upon teacher's directions, exchange materials with a partner
.8 Match numbers to movement of body parts

TEACHER OBJECTIVE:

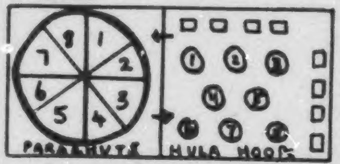
To develop game activities to reinforce math concepts.

ACTIVITIES

A. WARM-UPS

"Parachute Play Album"
Side 4;Band 1
Activity: Merry-Go-Round
Music: 76 Trombones

B. SEE TEACHER INFORMATION NO. 1



Say to class:

Today, we are going to work with games and numbers. I am going to give each of you a number card. Look at it very carefully. When I say go -

.Can you find your number on the parachute and stand next to it but not on the parachute?
.Can you find your number in a hula hoop on the

VARIATIONS

B. .Focus on even numbers, 2, 4, 6, 8, 10, etc. and odd numbers, 1, 3, 5, 7, 9, etc. Develop similar activities.
.Focus on adding simple numbers and subtracting. For example: When children are balancing on body parts or putting body parts into hoops, say to them:

I am holding a "two" in one hand and a "two" in the other. Can you add them and balance your body on that number of parts?

TEACHER INFORMATION

1. EQUIPMENT: Set up equipment (see diagram). After warm-ups, put number cards on panels. Make sure scooters are against wall and away from play area.
2. Develop 3 sets of number cards, one through eight. Note: If you have more than eight children, then develop numbers to include the whole group. The cards that the children will be using should be smaller so children can hold or tuck into belt.
3. If you do not have a parachute, develop grid on floor.

1	2	3	4
8	7	6	5

If you do not have enough hoops, use jump ropes O, Olympet Kit, tape circles, or circles painted on floor.

TEACHER-PUPIL EVALUATION

1. Are the children able to follow directions?
2. Can they count to eight?
3. Can they match numbers?
4. Can they balance their bodies on specified number of body parts?
5. If you worked on the odd-even concept (see variation), can the children identify?
6. Are they traveling through space without colliding with equipment or each other?
7. What other concepts can you reinforce?
8. Did the children have fun?
9. Did you provide for the setting up and collection of equipment?
10. Did you provide time to review work?

MOVEMENT
PROBLEM: XX. REINFORCING MATH CONCEPTS THROUGH BODY IMAGE ACTIVITIES

P. 2 of 10.20 | 10.0 / 10.20

RESOURCES: RHYTHMIC PARACHUTE PLAY: LP 6020 - Kimbo Education Records, Box 246, Deal, New Jersey

LEVEL: A - B - D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
other side of the gymnasium and stand next to the hoop? .Can you balance your body on that number of body parts? .Can you put that same number of your body parts in the hoop? Put your card on the floor in front of your feet. Make sure you can read the number. That will also be your home place (start). .Can you skip (walk ...jump ... run) around your hoop and count while you are going around the hoop? When I say go, can you trade (exchange, switch) your card with someone close to you? Looking at your new card, can you get a scooter and pull yourself to your number on the parachute? Do not roll your scooter on the parachute. .Can you roll your scooter around the parachute the same number of times? .Can you put the same number of body parts on your scooter and move around the parachute one time?		4. Check each child's matching ability and assist each child who is having difficulty. 5. SAFETY: AVOID COLLISIONS. Stress: Without touching anything or anyone, can you ...? 6. Provide time for a classroom lesson to reinforce concepts.	

MOVEMENT
PROBLEM: XXI. APPLICATION OF BODY PART UNDERSTANDING TO IMAGERY

10.0
10.21

BODY IMAGE

LEVEL: A - B - D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: Balls - Beanbags - Record Player

RECOMMENDED BEHAVIORAL OBJECTIVES

THE CHILD SHOULD BE ABLE TO:

10.21.1 Listen and follow directions
.2 Work independently
.3 Support and balance body on specified body parts
.4 Travel through space balancing and supporting body on body parts
.5 Control object while traveling
.6 Balance object while traveling
.7 Respond to the following movement terms:

roll	fold (cross)
jump	lift
"Rabbit Bop"	pull

21 .8 Play game "animal" relay

TEACHER OBJECTIVE:

To reinforce body part movements through imagery.

ACTIVITIES

A. WARM-UPS

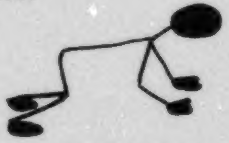
B. MOVEMENT ED. TECHNIQUE

Say to class:

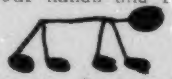
.Can you find a personal space on the gymnasium floor?

Chimpanzee:

.Can you balance your body on your hands, knees and feet?



.Can you travel in that position?
.Can you return to your starting position?
.Can you balance your body on your hands and feet?



"Chimpanzee Position"

VARIATIONS

In the chimpanzee position, can you

.walk forward and return backward?
.walk ...gallop ...run sideways?
.move ball with either head or hands?
.balance bean bag on head ...back ...buttocks while traveling?
.be a happy ...sad ... angry chimpanzee while traveling across the mat?
.be a quiet ...noisy chimpanzee while traveling?

In the tree roll position, can you

.roll, keeping your hands off the floor?
.roll, keeping your feet off the floor?
.roll, holding a ball without losing it?

Provide other tree movement

TEACHER INFORMATION

1. The distance a child can travel depends on his strength, coordination (disability). Determine distance before starting activity for children in your class. You may elect to start with five feet and increase the distance accordingly.
2. Each activity can be used to develop a relay race. Equalize number of children for each team. Give explicit directions in organizing relay.
3. If student rolls off mat, he must get back on mat and continue rolling, etc.
4. Use background music to enhance "Body Part Imagery Movements".
5. Question to develop identities with other animals, such as, tigers, lions, deer, chickens, snakes. Discuss differences and similarities.

TEACHER-PUPIL EVALUATION

1. Can children follow directions?
2. Can children perform the activities? Variations?
3. Can they manipulate ball and still control the ball?
4. Do they have sufficient arm strength to support body?
5. If not, what activities can you provide to develop arm strength?
6. Can they hop to music?
7. Are you allowing time for children to create sequences using a variety of activities?
8. Are the children having difficulty in remembering sequences?
9. Are the children having fun?
10. What other self-testing activities can you incorporate into this lesson?
11. Did you discuss the relationship of body parts to activities?
12. Did you provide time for

MOVEMENT
PROBLEM: XXI. . APPLICATION OF BODY PART UNDERSTANDING TO IMAGERY

P. 2 of 10.21 | 10.0 / 10.21

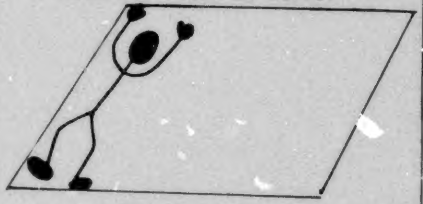
RESOURCES: Kimbo Educational Records; LP 8080, "And the Beatles Go On and On"; LP 7030, "Movement, Music, Art"

LEVEL: A - B - D

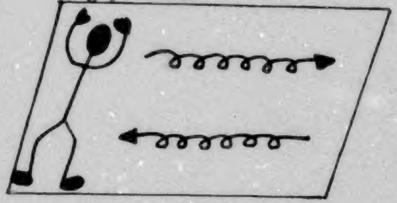
ACTIVITIES

Tree Roll:

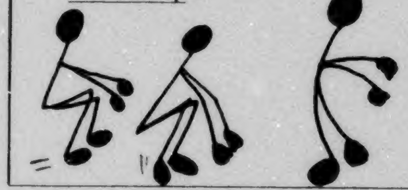
.Can you lie on your back with arms over head on floor?



.Can you roll your body four times forward?
.Can you return to your starting position?



Rabbit Bop:



VARIATIONS

themes:

Today, I am going to plant many trees. You are going to be my seeds.

.Can you become tiny seeds?

Seeds need water and sunshine to grow. I am going to water my seeds.

.Can you start to grow very slowly?
.Can you get taller and taller?
.Can your branches (arms) get bigger and wider until you are a grown-up tree?

At this point, create environmental conditions:

.It is very windy. Can you show me how the trunk and branches would move?
.It is raining. Can you show me how the tree shakes and shivers when it rains?
.There has been an ice storm. Can you show me a frozen tree?
.etc.

.Can you do four Rabbit Bops and clap your hands four times?
.Can you take four Rabbit Bops

TEACHER INFORMATION

6. Refer to LP 7030, Movement, Music, Art, Kimbo Educational Records for development of circus themes, zoo themes, etc.
7. Insist that students focus on a spot on the wall while rolling to avoid dizziness.

TEACHER-PUPIL EVALUATION

children to develop simple animal themes?
13. How can this lesson be transferred to classroom activities?

MOVEMENT
PROBLEM: XXI. APPLICATION OF BODY PART UNDERSTANDING TO IMAGERY

RESOURCES:

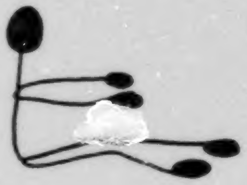
P. 3 of 10.21
10.0 / 10.21
LEVEL: A - B - D

ACTIVITIES

- .Can you kneel?
- .Can you stretch your arms forward and put your hands on the floor?
- .Can you jump forward with your knees together to your hands?
- .Can you Rabbit Bop across the floor?
- .Can you return to your starting place doing the Rabbit Bop?

Seat Walk:

- .Can you sit on the floor with your legs straight in front of you?
- .Can you fold (cross) arms over chest?
- .Can you walk on your buttocks (fanny) without using your hands?
- .Can you twist around and return home?



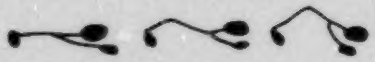
VARIATIONS

and four Chimpanzee Walks?

- .Can you do the Rabbit Bop to this music?
- .Can you Seat Walk forward four times and clap four, Seat Walk four and clap four?
- .Can you Seat Walk backwards?
- .Can you Seat Walk to this music?

Inchworm:

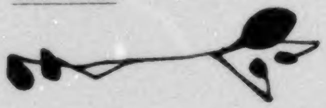
- .Can you lie on your belly with your arms in front of you?
- .Can you crawl in this position?
- .Can you inch your legs up to your chest keeping your buttocks in the air?
- .Can you walk your hands forward so that you are a flat inchworm?
- .Can you travel up and down like the inchworm?



- .Can you lie on your belly and clap your flippers and make a seal noise?
- .Can you balance your bean bag on your head and travel like the seal?

ACTIVITIES

Seal Walk:



- .Can you lie on floor, on your stomach, feet together?
- .Can you put your hands, palms down, at your shoulders?
- .Can you lift your head off the floor?
- .Can you pull your body using only your hands across the floor?

Relay Race:

- .Use above activities for animal relay races. See Teacher Information No. 1 to determine distance, etc., for race.

TEACHER-PUPIL EVALUATION

Start post-testing.

Refer to pre-test.

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MOVEMENT PROBLEM: I. PRE-TEST

11.0 / 11.1

BODY IMAGE

LEVEL: C - E

LOCATION: GYMNASIUM/CLASSROOM

EQUIPMENT/MATERIALS: Checklist "Evaluation Module 10.0 Body Image - Teacher Prepared Materials

RECOMMENDED BEHAVIORAL OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

11.1.1 Listen and follow directions.
.2 Know body parts.
.3 Know body planes.
.4 Understand body parts in relation to other parts and planes.
.5 Work independently or with a partner.

TEACHER OBJECTIVE:

To pre-test intermediate students to determine base-line knowledge and understanding of body image.

ACTIVITIES

A. WARM-UPS

B. TESTING: Scatter formation

SAY TO CLASS:
.On what body parts do we wear hats...eye-glasses...earrings...scarf...tie...necklaces...gloves...watch...rings...belt?
.What body part makes our legs bend?
.What body part makes our arms bend?
.How many different body parts do we stand on?

PARTNERS:
.Can you face your partner?
.Can you stand side-by-side?
.Can you sit back-to-back?
.Can you stand in front of your partner?

ACTIVITIES

.Partner, can you put your hands on their shoulders?
.Continue questioning to include all body parts.

TEACHER INFORMATION

1. Continue questioning to determine needs of class to insure their knowledge and understanding of body parts.
2. Develop a body image folder for each student. Maintain records for evaluation and follow-up. See check-list for pre-test items.
3. See attached diagram for developing Rexo to enhance reading and writing skills using the same or similar questions.
4. Develop Rexo of body and parts and have students label body parts. Discuss body parts and function.
5. Develop "cut-out" accessories for body image drawing.
6. See teacher information column, 10.0 Body Image, Level A-B-D.
7. Activities for testing should be developed and

TEACHER-PUPIL EVALUATION

1. What other ways can you pre-test intermediate groups to determine their understanding and knowledge of body image?
2. In what other subject areas, can you reinforce this material?
3. Are students able to differentiate between body parts, and their function?
4. Is the check-list adequate for this level?

TEACHER INFORMATION (cont'd)

focused on their social needs and maturation level.

ADDITIONAL ACTIVITIES AREAS

A. Fitness
B. Dance
C. Stunts and Tumbling
D. Etc.

8. Read through Body Image Level A-B-D for additional activities.

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MOVEMENT
PROBLEM: II. TRAVEL ON BODY PARTS WITH EMPHASIS ON BALANCE

11.0 / 11.2

BODY IMAGE

LEVEL: C - E

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: Lines, (Hoops/Jump Ropes), Inner Tubes

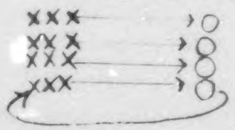
RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 11.2.1 Balance body on a variety of body parts. .2 Travel taking weight continuously on different body parts along a pathway, changing direction, levels and speed. .3 Demonstrate movement through space using a variety of locomotor patterns such as walk, hop, jump, gallop, skip, run, leap, slide. .4 Participate in group games. TEACHER OBJECTIVE: To provide balance activities focusing on body part movements.	A. WARM-UPS B. BALANCE (STATIC) .Can you balance your body on one body part? .Can you find another body part to balance your body on? .Can you change your level and balance your body on one part? Continue questioning for 2-3-4-5-6-7-8 body parts. BALANCE (DYNAMIC) .Can you move one body part along a line? .Can you travel along the line using two body parts? .Can you balance four body parts on the line and travel?	B. USING HOOPS (JUMP ROPES/ and/or INNER TUBES) Question Students .Can you place three body parts in the hoop? .Can you travel on three body parts around the hoop? .Can you balance a bean bag on a body part and travel around your hoop?	1. Prepare materials needed before class and substitute where necessary. 2. Point out interesting shapes created by students and positively reinforce through student demonstrations. Then question students, "Can we all move our body like Johnny?" 3. To increase difficulty of tasks, students can perform activities with eyes closed. i.e.:.with your eyes closed, can you balance your body on one body part? 4. Incorporate into questioning a change of direction, change of level, change of speed. .Can you move one body part along a line forward(backward, sideward) at a low (medium, high) level, at a slow (fast) speed?	1. Were students able to count body parts? 2. Could the students balance on specified number of parts? 3. What other activities can you develop to provide for better balance? 4. Did the students feel success while participating? 5. Did the students enjoy this lesson? How do you know? 6. Did you provide time for discussion? 7. Were students able to interpret arithmetic problems to body parts? 8. Did teams display good sportsmanship?

MOVEMENT
PROBLEM: II. TRAVEL ON BODY PARTS WITH EMPHASIS ON BALANCE

RESOURCES:

P. 2 of 11.2 11.0 11.2

LEVEL: C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
C. ARITHMETIC RELAY Divide class into teams.  TASK I .Can you run to the inner tube and place 2 + (plus) 3 body parts in the tube? TASK II .Can you hop to the tube, and stretch tube 2 + (plus) 2 times? TASK III .Can you travel to the inner tube and toss the tube into the air 1 + (plus) 2 times?	C. ARITHMETIC GAMES .Develop subtraction, multiplication and division problems. .Vary locomotor patterns to include walk, hop, jump, gallop, etc.	5. Walk through each task while giving instructions for relay. 6. Assign point scale for first, second, and third place. 7. Establish first, second, third place team before leaving play area, and provide time for recognition.	

MOVEMENT PROBLEM: III. REINFORCEMENT OF BODY PART IDENTIFICATION THROUGH EXERCISES

11.0 / 11.3

BODY IMAGE

LEVEL -C - E

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: Jump Ropes; Tape Recorder; Record Player; Albums: Mod Marches; The Beatles Go On.......

RECOMMENDED BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
11.3.1 Understand the following movement terms: Push, Pull, Stillness, Bend, Roll, Lift, Curl, Stretch, Squat, Clap. .2 Count to eight. .3 Repeat exercises. .4 Lie on stomach; back; side. .5 Know that body parts meet and part. TEACHER OBJECTIVE: To design and develop a series of exercises for specific body parts using the movement education technique.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE: .Can you put your palms together and push as hard as you can? four counts? eight counts? .Can you stand very still and bend your head to one side...other side... to the front...to the back? .Can you roll your head from front to side to back to side? Can you change direction? .Can you lift your shoulders up and push them down? .Can you curl your shoulders forward and roll them backward?	B. Select a series of exercises. For example: .Jump in place .Squat thrusts .Jumping jacks .Arm circles At the end of the sequence students will jump rope for 20 seconds to music. Repeat series. Develop questions to include specific body parts and their movements. For example the JUMPING JACK: .Can you jump and land with feet apart? .Can you jump and bring your feet together? .Can you clap your hands over your head? .Can you slap hands to your sides? .Can you jump with feet apart and clap your hands	.Questioning for exercises should include: 1. Repetitions. 2. Duration for activities .Can you press your palms together once and hold for four counts? 3. A set of exercises for for various parts of the body. For example: Upper portion of the body, lower portion of the body .The excercises could be used as warm-ups. Move from simple to complex grouping of exercises to enhance flexibility, balance, strength, endurance, eye-hand coordination, etc. .The following exercises can be developed using a Movement Education Technique .Treadmill .Push-up .Alternate toe touching	1. Can the students see the relationship of body parts to exercises? 2. Can you develop a movement approach to the teaching of various exercises? 3. Were students able to successfully hold positions during the repetitions? 4. Were the exercises meaningful? 5. To avoid fatique, did you vary the activities? 6. Did the students have fun? 7. Did you provide the time for students to develop exercise routines? 8. Did you find that the pre-recorded directions and music enabled you to be more effective in the classroom?

MOVEMENT PROBLEM: III. REINFORCEMENT OF BODY PART IDENTIFICATION THROUGH EXCERCISES

P. 2 of 11.3 | 11.0 / 11.3

RESOURCES: MOD MARCHES: EDUCATIONAL ACTIVITIES AR527, AND THE BEATLES GO ON...KIMBO KEA 8090

LEVEL : C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
.Can you stretch your arms forward and pull (swim) them behind you? .Can you clap your hands over your head and clap them behind you? .Can you touch your elbows behind you? .Can you bend at your hips and touch the floor in front of you...on the side? .Can you bend at your hips and touch the floor at the side...front...other side and and stand with hands on hips? SQUAT THRUST QUESTIONING .Can you squat down putting your hands on the floor next to your feet? .Keeping your hands on the floor, can you push your feet straight behind you? .Can you bring your feet back to your hands in a squat position? .Can you stand?	over your head? .Can you jump closing feet and slap sides?	.Knee raise .Running-in-place .Trunk bobs .Stretching of body parts .To encourage rhymthmical movements, use music. Encourage students to develop exercise routines to music using the suggested albums. *An excellent method to provide for individualized instruction can be pre-recorded directions and music.	

MOVEMENT
PROBLEM: IV. REINFORCEMENT OF BODY PART IDENTIFICATION TO TUMBLING

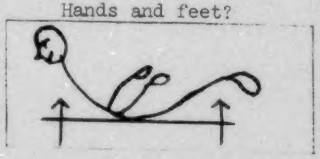
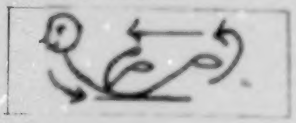
11.0 / 11.4

BODY IMAGE

LEVEL: C-E

LOCATION: GYMNASIUM

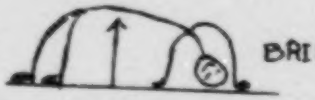
EQUIPMENT/MATERIALS: GYM MATS/BEAN BAGS

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 11.4.1 Balance his body in a variety of positions. .2 Jump .3 Isolate and move specific body parts. .4 Move under objects. .5 Move over objects. .6 Maneuver body around an obstacle course. .7 Perform the following activities: .Arch .Bridge .Jump and Turn .Jump and Tuck .Tandem Walk ."V"-Seat .8 Travel with a partner. TEACHER OBJECTIVE: To provide stunts and tumbling activities for reinforcement of body part identification.	A. WARM-UPS B. ACTIVITIES ARCHING: (SEAL BALANCE) .Can you lie on your stomach? .Can you balance your body on your stomach? .Can you clap your hands in this position... Hands and feet?  BRIDGE: .Can you make a shape that someone could go under? That is called a bridge. .Can you make a bridge balancing your body on 2...3...4...5...etc. body parts? .Repeat for over concept.	ROCKER: .Can you lie on your stomach? .Can you grab your ankles and hold? .Can you rock up and down on your stomach like a rocking chair? .Can you rock and turn? .Keeping your stomach on the same floor spot, can you spin your body in a circle?  BODY MAZE: .Divide class into two groups. Instruct one-half to make a bridge while other half travels under and over.	1. There are many stunts that can be developed to reinforce body image. Develop a cumulative record of stunts that you and your students have created. 2. Move about the room to "ASSIST" students and give "PRAISE". 3. Plan series of exercise to prepare students for following activities. 4. Identify creative movements and have the class try them out. 5. Allow rest period for "BRIDGES." At this time, you can discuss the activity. 6. The V-seat stunt requires a great deal of abdominal strength. If students are unable to perform this activity due to a lack of abdominal strength, provide alternate activities/exercises which will	1. Were the students able to follow directions? 2. Did the sequence of questions assist in achieving the task? 3. Did you allow time for the students to practice and explore? 4. Did you allow time for the students to create their own individual and dual stunts? 5. Did you provide time for rest to avoid fatigue? 6. Were students able to understand the concept of exchanging places? 7. Do students understand the concept over, under, around, through, etc.?

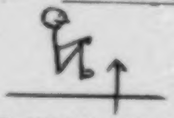
MOVEMENT
PROBLEM: IV. REINFORCEMENT OF BODY PART IDENTIFICATION TO TUMBLING
RESOURCES:

P. 2 of 11.4
11.0 / 11.4
LEVEL: C - E

ACTIVITIES



JUMP AND TUCK:
- .Can you jump into the air as high as you can in your personal space?
- .How many different ways can you move your feet apart while in the air...feet together?
- .While jumping in the air can your knees touch your chest? That is called a JUMP AND TUCK.



JUMP AND TURN IN THE AIR:

- .While in the air, can you jump, tuck and turn?
- .Can you jump, tuck and turn and still move your arms in a different way?

"V" - SEAT

- .Can you look like the letter "V"? This is called a "V" - Seat.

VARIATIONS

- .How many different ways can you travel under/over the bridge?
- .Can you go under/over feet first ...elbow...knee...back...etc.?
- .Can you balance a bean bag on a body part while traveling through the maze?
- .Jump and Tuck off equipment (bench, portable stairs, balance beam,etc.)
- .Jump and Tuck to music.

JUMP AND CLICK HEELS

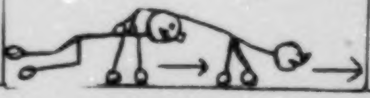
- .How high can you jump into the the air?
- .Can you click your heels while in the air?
- .Can you run, jump and click?
- .Can you snap your fingers too?

ACTIVITIES

- .How many different ways can you roll your body and stop in a "V"-Seat position...O-position...P-position...B-position...T-position...etc.?

PARTNERS:

TANDEM WALK:
- .Number Ones: Can you balance your body on your hands and feet and remain looking at the mat?
- .Number Twos: Can you stand in front of Number One's head and face the same direction?
- .Number Twos: Can you put your hands on the mat and and balance your leg on the back of Number One?
- .Can you both walk in this position?
- .With your partner can you travel on four body parts ...six...eight...ten... etc...?



VARIATIONS

VARY PATHWAYS:
- .Straight
- .Curved
- .Zig-zag

VARY LEVELS
- .High
- .Low
- .Medium

Divide Class into Groups of Four
- .Ask each group to develop a sequence of the activities that were performed during the lesson.

TEACHER INFORMATION (continued)

gradually increase strength without injury to student.

7. SPOTTING: Pair students, one will provide support and security while the other performs the activity. Assign pairs according to size, weight and ability.
8. Background music can be utilized throughout the lesson. It is conducive to rhythm, relaxation and general movement.
9. Provide adequate practice time for the development of the routine and the group demonstrations.

MOVEMENT PROBLEM: V. BODY PART IDENTIFICATION THROUGH GAME ACTIVITIES	11.0 / 11.5
	BODY IMAGE
LOCATION: GYMNASIUM	LEVEL: C -E
EQUIPMENT/MATERIALS: YARN BALLS/or SPONGE BALLS	

RECOMMENDED BEHAVIORAL OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

11.5.1 Know the following movement terms:
- .THROW
- .TARGET
- .DIRECTION
- .UPPER HALF
- .LOWER HALF
- .DISTANCE
- .LOW WIDE SHAPES

.2 Identify body parts on target.

.3 Throw for distance.

.4 Throw with accuracy at target.

TEACHER OBJECTIVE:
To provide eye-hand coordination games to identify body parts.

ACTIVITIES

A. WARM-UPS

B. TARGET PRACTICE WITH YARN BALLS
Divide class in half. One half will be throwers, the other half targets

THROWERS	TARGETS
O	X
O	X
O	X
O	X

FRONT:
- .Can you throw your yarn ball and hit the lower half of your partner...upper half?
- .Can you throw your yarn ball and hit the chest of your partner...waist... shoulders...elbows... wrist...fingers?

VARIATIONS

MOVING TARGETS:

Instruct targets to move within a designated area. Call out specific body part. Allow one (1) point for target hit. Team with most points wins.

IF YOUR SCHOOL HAS MIRRORS:

- .Designate "TARGETS" and "THROWERS".
- .Question "TARGETS" to create shapes in mirrors. that will open large areas of the body to throw at. The target shape is reflected by the mirror. Throwers are instructed to throw at mirror. For example: "TARGETS", can you make a low wide shape? "THROWERS", can you throw and hit their chest in the mirror?

OR

TEACHER INFORMATION

1. To avoid movement during target practice exchange equipment instead of positions.
2. Distance between target and thrower should be determined by class ability. Start with eight (8) feet and increase the distance as needed.
3. Avoid throwing at HEAD.
4. MOVING TARGETS: To maximize participation divide class into teams and set up stations. One person from each team will become the moving target. To avoid fatigue change target.
5. Before starting lessons, show students that a yarn/spongeball will not injure them if hit by it. Demonstrate.
6. Do not have students throw ball at head.
7. Supervise this activity carefully.

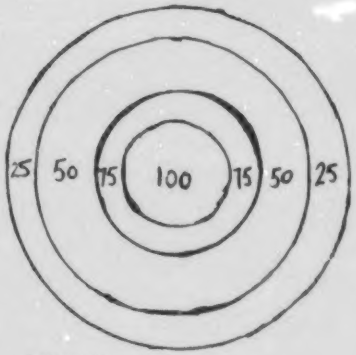
TEACHER-PUPIL EVALUATION

1. Are the students able to throw with accuracy?
2. Do the students know their specific body parts?
3. Are "THROWERS" and "TARGETS" able to work as a team?
4. Did the students enjoy mirror activities?
5. What other activities can you develop with the mirror?
6. Was the classroom project valuable in enforcing body image, math skills, color discrimination, etc.?

MOVEMENT
PROBLEM: V. BODY PART IDENTIFICATION THROUGH GAME ACTIVITIES

RESOURCES:

P. 2 of 11.5 | 11.0 / 11.5

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
BACK: .Can you throw your yarn ball and hit the back of your partner...waist...calves...etc.? SIDE: .Can you throw your yarn ball and hit the shoulder of your partner...elbow...hip...etc.? Change to allow throwers to become targets. Allow practice time. CLASSROOM PROJECT: Using butcher block paper, make large body prints for target practice. Designate body parts and attach point values. Hang targets on gymnasium wall for self testing activities. Students can keep their own scores. Develop targets. See Diagram A in VARIATIONS.	"TARGETS", can you pretend you're a Jack-In-The-Box and "THROWERS", can you hit them in the stomach as they jump?  DIAGRAM A		

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MOVEMENT
PROBLEM: VI. RANGE OF MOVEMENT INVOLVING BODY PARTS: AN EXPLORATION

11.0 / 11.6

BODY IMAGE

LEVEL: C - E

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: INNER TUBES: BICYCLE TIRES

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 11.6.1 Work with partners or in groups. .2 Know the following movement terms: .RIGHT-LEFT .STRETCH .TURN IN A CIRCLE .SPIN .TOSS AND CATCH .BACK AND FORTH .RELAYS .LANDING .EXCHANGE PLACES .CHANGE PARTNERS .3 Know body parts. .4 Find new solutions to problems. TEACHER OBJECTIVE: To use a movement education approach to explore range of movement using a variety of equipment.	A. WARM-UPS B. Scatter inner tubes around gymnasium floor Say to class: .Can you find a partner? .Can you and your partner find an inner tube on the floor and stand facing each other, toes next to the tube? .Can you pick up the tube and hold it at knee level...(waist level...chest level...shoulder level...eye level?) without pulling? .Can you stretch the tube at knee level? (as above) .Can you step into the tube and stand back to back? .Can you lift the tube and hold it chest level?	EYE-HAND COORDINATION: .Can you roll the tube small as you can and toss it in the air and catch it...with your hands?(arm, head, elbows, knee, foot, leg?) .Can you roll and toss and toss the tube in the air so that your partner can catch it on his wrist?(arm, elbow, shoulder?) .Can you roll and toss the tube in the air and your partner can catch it on his arm and spin the tube?(wrist, body, leg?) Exchange places. .Can you step away from partner and take one step away...two steps...three?	1. Questions should include opportunity to use both hands, both legs? i.e. Can you stretch with your right hand...left hand? 2. Bicycle "TIRES" should be used for Tug-G[illegible] activities to avoid accidents. 3. Discuss action of "TUBE" slapping back which could cause injury when let go at release. 4. Specify number of times children should complete exercises. Start with fewest number and build to maximum each time you repeat the activities. 5. Children could be paired according to size (height). 6. Hoops, pla-tubes or ropes can be substituted for tires/tubes. 7. TUG-OF-WAR ACTIVITY: The strongest children should be in front and back. Balance teams according to height, weight and strength.	1. Can the students find partners? 2. Are they listening to directions? 3. Are they able to perform these activities? 4. Did you have enough equipment? If not, how will you conduct this lesson? What are the substitute pieces of equipment available? 5. Do the students know their body parts? 6. Do you allow time for discussion? 7. Do the students have enough strength to stretch to various body parts? 8. Can they catch the tube and spin it on various body parts? 9. Do you allow practice time? 10. Are the students finding success? 11. What activities are you providing for the student who is having difficulty with strength activities etc.?

MOVEMENT PROBLEM: VI. RANGE OF MOVEMENT INVOLVING BODY PARTS: AN EXPLORATION

RESOURCES:

P. 2 of 11.6

11.0 / 11.6

LEVEL: C - E

ACTIVITIES

- .Can you, while holding the tube at waist level, turn in a circle...the other way..to the right...to the left?
- .Can you sit outside the tube with the tube over your knees and soles of feet touching?
- .Can you hold the tube in your hands and "ROW THE BOAT" back and forth?
- .Can one of you step inside the tube and hold the tube at waist level?
- .Can the other partner hold the tube with both hands standing behind?
- .Can you travel around the floor as if you were a horse and buggy?
- .Can you and your partner find other ways of stretching the tube?

INDIVIDUAL ACTIVITIES:

- .Holding the inner tube in both hands, can you stretch your arms above your head...shoulder level?
- .Holding the tube at shoulder level in front of you, can you stretch the tube pulling your arms sideward? Repeat.
- .Putting the tube over your shoulder, can you stretch the tube in front of you? Repeat.
- .Can you step on the tube with one foot on the floor and with your hand stretch the tube to knees...hips...waist...chest...shoulders?

POGO STICK:

- .Can you step on the tube with both feet and pull the tube to waist and jump forward? (backward-sideward?)

RELAYS: See teacher info. #7

X O
X O
X ⟶ O
X ⟵ O TUBES

TASK I.

- .When I say go, can you run to the tube, step into it and lift the tube over your head and put it on the floor as quickly as possible?

TASK II.

- .When I say go, can you skip to the tube and put one foot into the tube, pull it up your leg and over your body and head and let it come off the other leg?

VARIATIONS

MERRY-GO-ROUND:

- .Facing partner turning; back-to back. Change levels and speed.

ROW-THE-BOAT VARIATION IN A CIRCULAR PATTERN:

- .Back, Side - Back - Side.

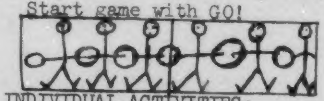
USING BICYCLE TIRES, PLAY GAME

TUG-OF-WAR: WITH PARTNER:

Students are to establish line on floor between them. Objective to pull student over line. Winners play winners until last two are remaining. Play-off to determine winner.

TUG OF WAR: TEAM

- .Divide class in half. Connect teams with bicycle tires. Establish restraining line. Start game with GO!



INDIVIDUAL ACTIVITIES:

PIZZA MAKER: Toss tube high in the air catching it on hands, wrists and stretch it in all directions.

PEG LEG:

Step on one end of the tube and pull the tube stretching it over shoulder and walk.

HORSEBACK RIDER:

Place the tube around the waist and pull the tube like reins in front. Gallop around gymnasium.

USE INNER TUBE LIKE HOOLA HOOP

- .Can you put the tube around your waist?
- .Without using your hands, can you keep the tube turning around you?
- .Can you jump into the tube landing on one foot and hop out landing on two feet?
- .Can you roll your body over the tube?
- .Can you travel around the floor and when I say stop find the nearest tube and put only your head (hand-foot-buttocks-fingers,etc.) in the tube

.Locomotor patterns to and from the equipment can be varied from running, walking on four(4) body parts, hopping on one foot, skipping, etc.

MOVEMENT PROBLEM: VI. RANGE OF MOVEMENT INVOLVING BODY PARTS: AN EXPLORATION	P. 3 of 11.6 / 11.0 — 11.6
RESOURCES:	LEVEL: C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
TASK III. .When I say go, can two of run run to the tube, put the tube over your head, let it fall to the ground and skip back?		.RELAYS: .Develop relays using above activities. .ORGANIZATION .to insure efficiency in conducting relays the equipment must be planned prior to the activity. For example: Task I, II, III, tubes should be placed in front of each team at a designated distance. In Task IV the tube(s) should be placed at the beginning of each line. . Adjust the distance according to your students abilities. To avoid fatigue vary locomotor patter.	
TASK IV. .When I say go, can you run to the tube, twirl the tube around your elbow and walk back to the line and back as quickly as possible?	.Can you twirl two tubes around around your elbows? .Can you step into the two tubes and slide to the line and back without losing the tube?		

MOVEMENT PROBLEM: VII. TRAVELLING ON SCOOTERS EMPHASING BODY PARTS AND PLANES

11.0 / 11.7

BODY IMAGE

LEVEL: C - E

LOCATION: GYMNASIUM / LARGE PLAY AREA

EQUIPMENT/MATERIALS: Scooters, Whiffle bats, Beachball, Markers, Equipment to develop obstacle course.

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 11.7.1 Know body parts. .2 Travel on a scooter in a forward direction...backward... sidewards. .3 Travel on body planes on scooter. Front...back...side. .4 Travel on a variety of body parts on scooter. .5 Move scooter using a variety of body parts. .6 Travel through obstacle course on scooter. .7 Work with a partner. .8 Participate as a team member. TEACHER OBJECTIVE: To develop a series of activities/games using scooters to reinforce body image.	A. WARM-UPS B. Scooter Activities: Movement Education Approach - Exploratory .How many different ways can you move the scooter without sitting on it? .How many different directions can you travel while sitting on the scooter? .Can you move your scooter using your hands...feet ...hands and feet? .How could you push your scooter and lie on your stomach...back...side? GAME: "KEEP IT UP" .Can you travel on your scooter and keep your beachball in the air?	WHIFFLE BAT - SCOOTER .How many different directions can you canoe while travelling on the scooter? .Can you paddle on the the right side only... left...alternate right left? DISCUSS: (What happens to the scooter when you paddle on the same side?) .Can you bounce your ball and travel across the floor?	1. SAFETY: "WITHOUT COLLISON" 2. Provide equipment for each student and leave in a central spot away from doors but accessible to activity area. RELAY INSTRUCTIONAL PROCEDURES .Designate four players per team. .If the squads are uneven, designate a student to repeat activity. Rotate person to avoid fatique. .Identify starting, turning and finishing point with markers. .Identify last student with crepe paper, tags, etc. to anticipate finish. ."Walk" through each relay activity to insure each student understands. .Distances can be modified to meet group endurance. .Set down rules for game and scoring. Infractions can occur and teams	1. Did you provide sufficient repetition and practice time to learn skills? 2. Did you provide any type of demonstration to reinforce activities (relays)? 3. Did you provide "tips" to assist the learner while he was practicing the skill? 4. Did you praise individual work, partner work and team efforts? 5. Did the students provide you with creative responses that you can develop for future units/that can be used with other equipment? 6. Did you achieve the behavioral objectives? How can you evaluate? 7. Did your students enjoy the scooter activities? 8. Were the activities appropriate to your level? 9. Did your students enjoy this lesson? 10. Did you enjoy teaching this lesson?

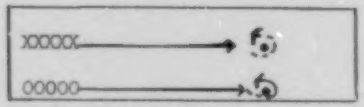
MOVEMENT PROBLEM: VII. TRAVELLING ON SCOOTERS EMPHASING BODY PARTS AND PLANES

RESOURCES:

P. 2 of 11.7

11.0 / 11.7

LEVEL: C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
SCOOTER RELAY: Divide class into even teams. Devise scoring for each activity.  1. Can you travel around the pin on your scooter and return home touching your teammate's hand? 2. Can you travel in a forward direction and return backward and tap your teammate's shoulder? 3. Can you canoe around the pin and return home giving whiffle bat to your partner's right hand? 4. Lying on your stomach, can you swim around the marker and return home? 5. Can your partner push you to the marker, exchange places and push partner home? 6. WHEELBARROW: Lying on your stomach can your partner hold feet and push you to the pin, exchange places at the pin and return home?	RELAY ACTIVITIES: .Travel to pin bouncing beachball. .Travel to pin keeping ball up. .Travel on one knee and peddle with the other foot. .Balancing bean bag on a body part. .Skate scooter around marker and home. SCOOTER OBSTACLE COURSE Set up a maze and have students scooter around and through. Organize to include concepts of over, under, around, through, balance, etc. ADDITIONAL ACTIVITIES .Scooter Tag .Scooter Tug-Of-War	should be penalized. Depending on the severity of the infraction team could be disqualified, points deducted etc. i.e.Any dropped or mishandled ball would be played from the point it went out. .Develop a large score sheet and keep each team informed to avoid problems. .Allow enough time to recognize 1-2-3-4 etc. place and praise each team. Be enthusiastic. .Develop bulletin boards and record place winners in classroom. .Provide for the student who may not be able to participate that day: .Supply monitor. .Assist in scoring. .etc.	

11.0 / 11.8

BODY IMAGE

LEVEL: C - E

MOVEMENT PROBLEM: VIII. REINFORCING BODY PARTS AND PLANE IDENTIFICATION THROUGH THE USE OF BATACAS.

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: Batacas (small-large), scooters/bowling pins/various size balls/ balloons

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 11.8.1 Listen and follow directions. .2 Participate in a planned circuit training program. .3 Identify specific body parts. .4 Identify specific body planes. .5 Break ballons with Bataca. .6 Push and Pull. .7 Count and keep score. TEACHER OBJECTIVE: To create an environment of sportsmanship, which includes strategies and maneuvers to becoming successful, but within the framework of rules and fair play.	A. WARM-UPS: See teacher information #2 ABCD B. ORGANIZATION AND DISTRIBUTION OF EQUIPMENT 1. Distribute four (4) ballons and a bataca to each student. 2. TAPE large circles on the floor. C. MOVEMENT EDUCATION TECHNIQUE: .Could you tie the balloons onto the following body parts: .Arms (above elbow) .Legs (above knees) D. BATACA BURST (DUEL) .Can you find a partner who is your size? .Could you and your partner find a circle on the floor and stand inside?	BATACA PUSH AND PULL: .Give each pair a scooter and a bataca in their circles. Holding the bataca against your partners back, could you push him to an empty circle? shoulder...elbow... chest...buttocks?	1. Bataca is derived from Spanish word "BATACAZO" meaning the striking or impact of a blow. 2. SUGGESTIONS FOR CIRCUIT: Establish 4 stations. A. Jump and hit suspended ball with bataca - timed...note height - repetitions. B. Knock over maze of bowling pins with bataca. C. Bataca handball-line walls. D. Bataca hockey - dribble ball using bataca.. 3. Have children blow-up many balloons and attach ribbon to ends so that they can be attached to body parts. 4. Establish rules for Bataca dueling. ie. Must stay in circle . Cannot hit head or face. . One hand behind back.	1. Were the students able to identify body parts and planes? 2. Were the students able to work with partners? 3. Were the students able to manipulate the batacas for the games? 4. Were the students able to score and count without personal conflicts? 5. Could the students manuever through the four(4) circuits? 6. What additional activities could be included in the circuit? 7. Were the students able to negotiate the space provided for the activities? 8. Was the gymnasium set-up before the students arrived? (Floors taped, balloons inflated, etc.) 9. Were the students able to develop additional activities to reinforce body image? 10. Did the students have fun?

MOVEMENT PROBLEM: VIII. REINFORCING BODY PARTS AND PLANE IDENTIFICATION THROUGH THE USE OF BATACAS

P. 2 of 11.8

11.0 / 11.8

RESOURCES: Brochure: The Bataca Bat, Write to: Bataca, P.O.Box 5465 , San Bernadino, California 92408

LEVEL: C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
.Using your bataca, how many ballons can you break on your partner in three (3) minutes? Winner: determined by who has the most ballons in tact.	.With your partner holding on to the bataca, could you pull your partner around the circle? across...in and out of the circle? .Question to include change of levels (body positions on scooters). GAME: BATACA KEEP IT UP Minimum: Two teams. The team that can keep the balloons off the floor the longest using their batacas "WINS".	5. BATACA KEEP IT UP: Designate boundary for teams. Use unbroken balloons for bataca dueling. 6. See Bataca brochure: The Bataca Bat, copyright 1973 for additional activities. 7. Give the students an opportunity to develop their own games.	

MOVEMENT PROBLEM: IX. MANIPULATING HOCKEY STICKS WITH EMPHASIS ON BODY PARTS AND PLANES

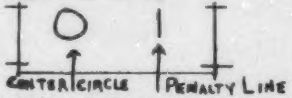
11.0 / 11.9

BODY IMAGE

LEVEL: C - E

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: Hockey Sticks/Milk Cartons/Traffic Markers/Floor Tape/Blackboard

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 11.9.1 Listen and follow directions. .2 Know body parts and planes. .3 Grip hockey stick. .4 Know "ready position." .5 Dribble milk carton with a hockey stick in a forward direction. .6 Dribble milk cartons through traffic markers. .7 Dribble milk cartons through obstacle course and shoot for goal. .8 Run and dribble carton in a figure 8 pattern. .9 Work independently. .10 Work as a member of a team. TEACHER OBJECTIVE: To provide lead up game activities to floor hockey which focus on body part concepts.	A. WARM-UPS B. GRIP ANALYSIS (see teacher info.) C. MOVEMENT EDUCATION TECHNIQUE .Can you put the stick in front of you...side... other side...right side. ..left side? .Can you hold the stick ankle high and to your side? This is called a "READY POSITION." .Can you travel forward around the room in the "ready position"? .Could you travel carrying the stick waist high and each time I clap my hands put the stick on the floor? DRIBBLE ANALYSIS- (see teacher info) .Distribute empty milk carton to each student. .Can you dribble the milk carton in a forward direction?	.How many different directions can you travel in the "ready position"? ...circle...right side... left side?	1. The following equipment is necessary: .Hockey Sticks: Shields or Cosom .Hockey pucks or balls .Hockey goals: Can use traffic markers - opening is 72"  2. Grip: Left hand on top of shaft (stick) - Back of hand facing away from body - Right hand in middle of stick (shaft) palm facing away from body. Avoid crossing hands. 3. Terminology: (*see drive) DRIBBLE:- series of short taps controlling carton, ball or puck. *DRIVE:- hands together. Backswing waist high- hit carton - short follow through not to go above knees.	1. Are students listening and following directions? 2. Can they hold the stick in relation to body parts? 3. Do they respond to the "ready position"? 4. Can they dribble and control the milk cartons? 5. Can they walk the figure 8 pattern, through the traffic markers? 6. Can they dribble and control the milk carton through the figure 8 pattern? 7. Did you praise the students? 8. Did you provide practice time for the skills development? 9. Does this lesson meet the needs and level of your class? 10. What other ways could you present this lesson?

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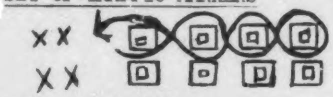
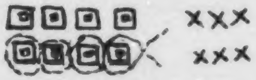
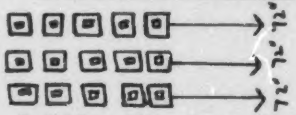
MOVEMENT PROBLEM: IX. MANIPULATING HOCKEY STICKS WITH EMPHASIS ON BODY PARTS AND PLANES		P. 2 of 11.9	11.0 / 11.9
RESOURCES: *Shields Manual/Cosom Manual/Competition Hockey (stick and donut)		LEVEL: C - E	

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
SET UP TRAFFIC MARKERS  .Can you dribble your milk carton in and out of traffic markers in a figure 8 pattern? D. RELAY RACE Organize class into relay teams. One milk carton per team.  The team that dribbles the carton through the maze and finishes first is the winner. E. DRIBBLE AND DRIVE FOR GOAL  Dribble milk carton through markers and shoot for goal from restraining line.	Put diagram on blackboard. Discuss. ACTIVITIES (continued) F. SUMMARIZE: REVIEW: - Dribble, drive, figure 8 pattern.	4. SAFETY: - The stick should never be carried above the waist. The swing of the hockey stick should never exceed the level of the shoulder. 5. Allow practice time for skill development can be included as part of warm-up; body of lesson; and activities. 6. Adaption of materials: Stick can be cut down for shorter students. Adaption of game: Modified hockey can be played with wheelchair students, and other handicapping conditions. 7. Other equipment can be substituted in lieu of traffic markers such as tires, bowling pins, bean bags,etc. 8. This is a sample lesson. Demonstrating skill development. Refer to above manuals and identify additional skills such as: dribble, stop, drive, flick, scoop, etc.. Present skills in a similar fashion using individual and partner play.	Start Post-Testing. Refer to Pre-Test.

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4. Gilliom, Bonnie Chirp. BASIC MOVEMENT EDUCATION FOR CHILDREN: RATIONALE AND TEACHING UNITS. Reading, Mass.: Addison - Wesley Co., 1970. Chapters I, II, pp. 3-16. Teaching Units, 7-9, pp. 110-132.

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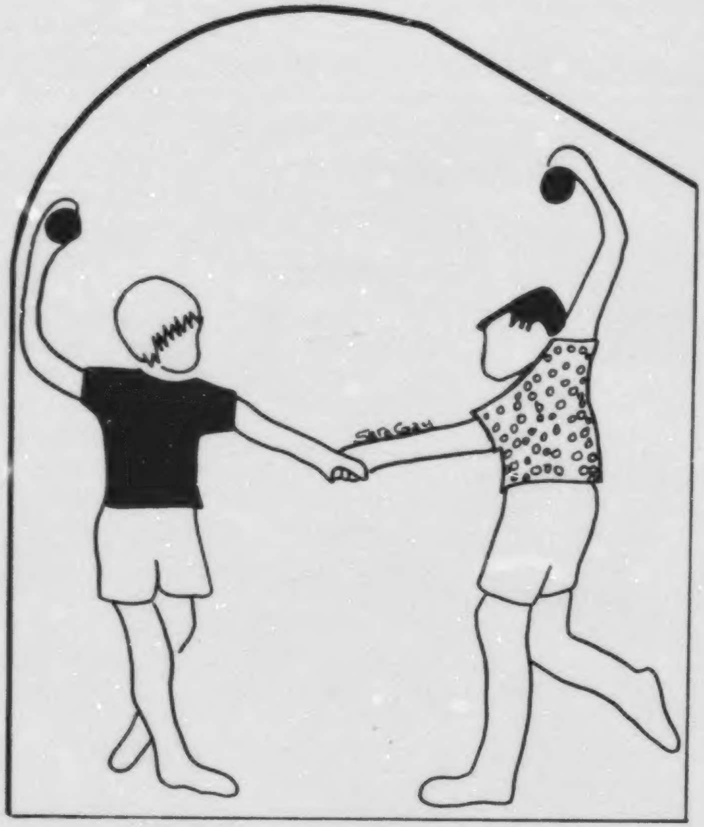


MOVEMENT PROBLEM: I. PRE-TEST: SPACE AND DIRECTION

12.0 / 12.1

SPACE - DIRECTION

LEVEL: A-B-D

LOCATION: GYMNASIUM/CLASSROOM

EQUIPMENT/MATERIALS: INDIVIDUAL CHECKLIST "EVALUATION PROFILE" (see Teacher Information)

RECOMMENDED BEHAVIORAL OBJECTIVES

THE CHILD SHOULD BE ABLE TO:

12.1.1 Listen and follow directions.
.2 Perform the items on the test.
.3 Be comfortable in a testing situation.
.4 Play "Follow-the-Leader."(visual clue)
.5 Respond motorically to verbal tasks on tests.
.6 Respond motorically to words or pictures on "Flash Cards."
.7 Take turn.
.8 Work independently.

TEACHER OBJECTIVE:

1. To determine baseline performance in space and direction concepts.
2. To provide an atmosphere for testing that is congenial, comfortable and non-threatening for every child.

ACTIVITIES

A. WARM-UPS

B. PART I: Testing for Directional Concepts.

C. PART II: Testing for Spatial Concepts.

TEACHER INFORMATION

1. Review the procedures for completing pre/post test for Space and Direction.
2. Plan activities for administering test using the Movement Education Technique. Approaches can involve the testing of one concept, i.e. Can you travel FORWARD? or several concepts i.e. Can you travel FORWARD on a STRAIGHT LINE?
3. Prepare Evaluation Profile filling out data for each child prior to testing.
4. If children cannot perform task, do not check (✓) column.
5. Room should be organized before testing begins. i.e. If you need lines, TAPE FLOOR, if you are using equipment, have it available and placed etc.
6. Write out entire test and do not deviate. If adjustments must be made on an individual basis, note changes on child's profile card.
7. Review "Descriptive Statistics Made Easy for the Classroom Teacher" by Thomas Vodola for additional background information etc.
8. No single test can truly assess each and every child, but data interpretation from all tests can assist us in planning better instructional programs.
9. Plan activities for children who are not being tested.

TEACHER-PUPIL EVALUATION

1. Were the children listening and following directions?
2. Were you able to develop a test to satisfactorily measure concepts?
3. Did you plan for setting up the physical facility prior to testing?
4. Did you plan activities for children who are not actively involved in the test?
5. Were the behavioral objectives too difficult... easy? If so, what modifications did you make?
6. Did you discuss the results of the tests with the children...parents...supervisors?
7. Did you make adjustments for children who are not achieving and note on profile for post-testing?
8. Did you praise the children?
9. Were the profile sheets completed prior to testing?

12.0
12.1

SPACE - DIRECTION

LEVEL: A-B-D

PROCEDURES FOR COMPLETING PRE-POST TEST AND PROFILE FOR SPACE AND DIRECTION MODULE

1. Prepare Rexograph for Profile see "Evaluation Module" below for every child in your class.
2. Fill out information requested for each child on the Profile.
3. The suggested procedures for the development of this evaluation are as follows:
   A. "Follow-the-Leader" (Variation: through an obstacle course) -Visual Clue (Mimetics)
   B. "Movement Education Technique" (i.e. Can you travel forward ... etc?) - Verbal
   C. "Flash Cards" (i.e. Forward, Up...etc.) - Reading
4. Develop pre-test standards to provide for the evaluation which will be included for your Motor Education Program. The post-test MUST not deviate from the developed pre-test standards. If adjustment must be made, note on profile pre-test.
5. File completed records in the individual Motor Education folder.
6. Check off (✓) when child has completed task. If children do not respond correctly, do not check column.

EVALUATION PROFILE 12.0 - SPACE AND DIRECTION

STUDENT PROFILE ____________ CLASS ________ DATE OF PRE-TEST __________ POST-TEST ____________ TEACHER ____________

DIRECTIONAL CONCEPTS EVALUATION : PART I

CAN THE CHILD MOVE:	VISUAL CLUE		VERBAL		READING	
	PRE	POST	PRE	POST	PRE	POST
FORWARD						
BACKWARD						
SIDEWARD						
STRAIGHT						
ZIG ZAG PATHWAY						
CIRCULAR "						
STAIRCASE "						
UP						
DOWN						
OVER						
UNDER						
ON TOP OF						
IN						
OUT						
AROUND						
BETWEEN						

NOTE: * YOU MAY WANT TO ADD ADDITIONAL DIRECTIONAL CONCEPTS.

SPATIAL CONCEPTS EVALUATION : PART II

CAN THE CHILD MOVE:	VISUAL CLUE		VERBAL		READING	
	PRE	POST	PRE	POST	PRE	POST
UP						
DOWN						
SMALL						
LARGE						
THROUGH						
BETWEEN						
NEXT TO						
INSIDE						
OUTSIDE						
HIGH						
LOW						
MEDIUM						
FARTHEST						
NEAREST						
PERSONAL SPACE						
GENERAL SPACE						

*YOU MAY WANT TO ADD ADDITONAL SPATIAL CONCEPTS

MOVEMENT PROBLEM: II. MOVE BODY AND BODY PARTS IN A SPECIFIC DIRECTION

12.0 / 12.2

SPACE AND DIRECTION

LOCATION: GYMNASIUM/CLASSROOM

LEVEL: A-B-D

EQUIPMENT/MATERIALS: Balls, Balloons, Flash Cards (see obstacle course Item D.)

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 12.2.1 Move specific body parts in the following direction: up, down, high, low, medium, over, under, between, back, front, same side, one side. .2 Manipulate equipment with specific body parts in a specific direction. (see above for concepts) .3 Manipulate body and parts in relation to simple obstacle course with continued emphasis on concepts. up - down between under - over sides etc. TEACHER OBJECTIVE: To provide gross motor activities to enhance the development of manipulation skills.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE: WITHOUT EQUIPMENT When I say go could you .put your arms up? .put your arms down? .place your head between knees? .put hand under foot? .put hands over your head? .put hands in back of you? .put hands in front of you? .put hands on the same side? .point to one side? .put your hands at a high level? .put your hands at a medium level? .put your hands at a low level? (substitute other body parts for above)	B. EXPLORATION .Could you lift your elbows up? .In how many directions can you move your elbow? .Could you move your elbow in time with my claps forward-backward-up and down? .Can you do it with the other elbow? .Can you make your elbow the highest (lowest) part of your body? .Could you flap your elbows up and down like wings? .Can you run forward flapping your elbows up and down like wings? .Can you do the same thing backward and make sounds like a bird? C. EXPLORATION (Lead up to Basketball skills) .Can you bounce a ball forward and backward? .Can you bounce the ball	A. CHILDREN NEED TO KNOW THAT: 1. they can move total body or parts in many different directions. 2. they can move objects in these different directions. B. CHILDREN NEED TO LEARN HOW: 1. to move in a variety of ways in various directions. 2. to control body for work, play, study and also avoid mishaps. 3. to control body and objects. C. CHILDREN NEED EXPRESSION: 1. Discuss movement vocabulary in classroom. 2. Develop classroom lessons for reinforcement of concepts. 3. Develop bulletin boards.	1. Can the children move specific body parts in a specific direction? 2. Can they control objects with body parts? 3. Can they maintain control of body and objects while changing direction? 4. Do they know how to say, write and perform the concepts? (up-down, over-under etc.) 5. Did you use rest periods to evaluate what the children were doing? 6. Are the children concentrating on their own performance and at the same time concentrating with you and the other children? 7. Can the children complete the entire obstacle course? 8. Are they able to remember the movement sequence through the obstacle course?

MOVEMENT
PROBLEM: II. MOVE BODY AND BODY PARTS IN A SPECIFIC DIRECTION

RESOURCES:

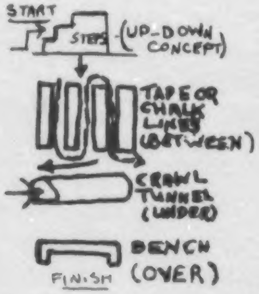
P. 2 of 12.2 | 12.0 / 12.2

LEVEL: A-B-D

ACTIVITIES

C. When I say go, could you
- .roll your ball forward and backward?
- .toss your ball up?
- .put your ball down and stand over the ball?
- .sit with the ball under your knees?
- .toss the ball over your body?
- .put the ball in back of you (front) ?
- .put the ball and your arms on the same side?
- .put the ball on one side of you?

D. SIMPLE OBSTACLE COURSE:



(See Variations column -Obstacle Course)

VARIATIONS

at a high...medium...low...level in a forward direction?
- .Can you bounce the ball on one side ...the other side?
- .Can you bounce the ball from one side to the other side?

D. EXPLORATION (Lead-up to Soccer skills)
- .Can you tap the ball forward with your foot?
- .Can you stop the ball with your foot?
- .Can you tap the ball keeping it on one side and then the other? (Stress short taps to maintain control)

E. EXPLORATION WITH BALLOONS
When I say go can you tap balloons-
...high in the air and keep it up?
...tap with right hand then left hand?
...and travel forward and backward?

OBSTACLE COURSE: See illustration Activities Column
- .Substitute equipment if you don't have what is stated. For example: jump ropes for between; tables or desks for under etc.

TEACHER INFORMATION

D. SUBSTITUTE EQUIPMENT WHERE NECESSARY WHEN:
1. you don't have equipment stated in lesson.
2. concepts need to be reinforced.
3. additional challenges can be made.

E. PREPARE FLASH CARDS FOR OBSTACLE COURSE

TEACHER-PUPIL EVALUATION

MOVEMENT PROBLEM: III. EXPLORATION OF "PERSONAL SPACE" USING NON LOCOMOTOR MOVEMENTS

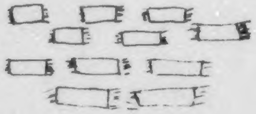
12.0 / 12.3

SPACE--DIRECTION

LEVEL: A-B-D

LOCATION: GYMNASIUM/LARGE PLAY AREA/CLASSROOM

EQUIPMENT/MATERIALS: Rug Mats, Album #AR49; Activities For Individualization in Movement and Music., Balloons , Laban's Chart

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 12.3.1 Find personal space. .2 Start and stop body movement. .3 Control speed of body (fast-jogging-slow). .4 Control direction (forward-backward, etc.). .5 Control level of body (high-medium-low). .6 Control force (hard-soft). .7 Support body on body parts. .8 Make shapes with body (wide-long-tall-short etc.). .9 Bend, stretch, twist, curl, swing body and parts. 10 Count to eight. 11 Travel from spot to spot but return to home spot. (Travel Training Recall) .12 Work with a partner. **TEACHER OBJECTIVE -See p.2 Activities column.	A. MOVEMENT EDUCATION TECHNIQUE: "Today, we are going to explore "PERSONAL SPACE" When I say go, could you without touching anyone find a rug and stand on it? We will call that spot your "PERSONAL SPACE." .When I say go, could you sit slowly on your personal space? .stand slowly? .sit down quickly? .stand up quickly? .sit down slowly and blast off like a rocket ship when your hands touch the rug? .Count down while lowering your body, 4 counts and "blast off" your personal space? One-two-three-four blast off! B. Could you make your body wide...long in your personal space?...tall...short...etc.?	A. TESTING RECALL: (This activity can be considered a lead-up to Travel Training Skills) "We will call the rug you are standing on Spot No. 1. Can you find a new rug to stand on? We will call that Spot No. 2. Can you go back to Spot No.1? Continue to include as many spots as the children can handle successfully. B. PARTNER PLAY-CREATING SHAPES: .Could you find a partner to work with? .Can you play "FOLLOW-THE-LEADER" and change your body shape when your partner does without colliding into anyone or anything? .Can you and your partner be JACK'S-IN-THE-BOX and when I clap jump up?	1. Substitute for Rug Mats: Learning squares, Pillows Olympet kit, Taped shapes (chalk) etc. 2. Scatter rugs on Gymnasium floor.  3. Refer to attached Movement Analysis Chart by Laban for additional information on body movement. Develop questions to include "What the body does,"...Time ...Force...Space...Flow. 4. Allow the children to listen to music. Say to class, can you clap... snap..tap to this music? 5. Call out the variations or develop cue cards for change in movement.	1. Can the children locate a spot to stand on without collision? 2. Are the children able to respond to concepts slowly, quickly, blasting off like a rocket ship etc.? 3. Were the children able to perform shape concepts wide, long, tall, short, balance body on specific number of body parts? 4. Were the children able to perform the non-locomotor tasks of bending, stretching etc.? 5. Did the children have difficulty with the activity involving opposition? If so, how could you develop the concept? 6. Did the children do the appropriate movement indicated in the verses? 7. What other kinds of equipment could you substitute for the activity? 8. Did the activities lend themselves to achieving the behavorial objective?

MOVEMENT PROBLEM: III. EXPLORATION OF "PERSONAL SPACE" USING NON LOCOMOTOR MOVEMENTS

RESOURCES: Record Album # AR49 Educational Activities, Freeport, N. Y. 11520

P. 2 of 12.3

12.0 / 12.3

LEVEL: A-B-D

ACTIVITIES

** TEACHER OBJECTIVE:
Provide activities in the gymnasium or classroom to reinforce self awareness in movement for the children.

ACTIVITIES Continued

- .Could you balance your body on 2...3...4...5...6...7...8 body parts in your personal space?

C. Could you bend...curl...stretch...twist...turn...roll your body in your space?
- .Could you swing a body part?
- .Could you stretch a body part and bend another?
- .Could you twist a body part a and curl another?
- .Include level and direction

D. Play "KEEP IT UP"
- .Can you tap your balloon softly and keep it up while I count to eight?
- .Can you hit your balloon hard upward... forward?
- .Can you hit your balloon hard upward, run away and by the time I count to four return home and catch it?

***See Teacher Information

VARIATIONS

- .Can you go in the opposite direction of your partner? For Example: If he stands up you would sit _____?
- .Can you make a shape that your partner can go under...over...around...etc.(change places)?

C. LP#AR49, Side A Band 1
Adapt words and movements to: "THE SAINTS GO MARCHING IN"

1. Oh, when the Saints, go marching in,
Oh, when the Saints, go marching in
Lord, I want to be in that number,
When the Saints go marching in.
2. BENDING
3. STRETCHING
4. TWISTING
5. TURNING
6. ROLLING

D.
- .Can you tap the balloon softly with other body parts? hard?
- .Can you kick the balloon at a high...medium..low level?
- .Can you travel forward quickly keeping the balloon up? ... ...Backward slowly? etc.

TEACHER INFORMATION

6. Your questions should encourage change of levels, speeds, direction, shapes, etc. For Example:
   - .Could you stand...on one foot..kneel...lie on your personal space?
7. Add concepts to bulletin board and reinforce with classroom activities.
8. Remember, this lesson could take as long as 2-3 periods. Don't rush through activities. Provide practice time for Skill Development!

***D. "KEEP IT UP" (continued)
- .Did you have to run fast or slow to get back to your balloon?
- .Can we do the same thing but return back to your balloon slowly?
- .Can we run in between fast and slow? (moderately)
- .Let's try...(JOG with the students) we will call that JOGGING.

TEACHER-PUPIL EVALUATION

9. What can you do tomorrow to reinforce the concepts when you are not in a large play area?
10. How can you further develop the travel training lead-up to other areas in the school?
11. Did the children have fun?
12. Did you provide rest periods to avoid fatigue?
13. Did you provide time for skill development?

MOVEMENT PROBLEM: IV EXPLORATION OF GENERAL SPACE USING LOCOMOTOR MOVEMENTS

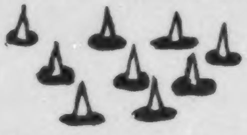
12.0 / 12.4

SPACE - DIRECTION

LEVEL: A-B-D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: 12" Traffic Cone (Boundary Marker)/Balls (see variations for additional equipment)LP #49 Activities for Individualization in Movement and Music SIDE A: BAND 3/ Record Player

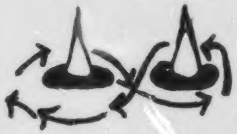
RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 12.4.1 Jump over an object. .2 Walk backwards. .3 Hop on each foot. .4 Travel on body parts. .5 Travel at different levels. .6 Skip. .7 Run quickly. .8 Count to 8. .9 Do-si-do .10 Change speed. .11 Change level. .12 Work with a partner. .13 Find home spot. .14 Sing song. .15 Substitute locomotor actions with verbal cue. TEACHER OBJECTIVE: To provide activities that encourage locomotor movements that focus on space and direction.	A. MOVEMENT EDUCATION TECHNIQUE: "Today, we are going to explore GENERAL SPACE." .When I say go, could you find a traffic cone and stand behind it? We will call that "HOME" .Could you skip to a new traffic cone and return home? .Could you run quickly to another cone and jump over it? .Can you hop home? .Can you walk backwards to a different cone, walk around it and run home? B. LEAD-UP SKILLS TO DANCE .Can you take 4 steps forward to a cone and 4 steps backward home? .Can you skip 4 times to a cone travel around the cone with your back to the cone (do-si-do) and walk	.Quickly...slowly? .High level...low level ...medium level? .to a partner?	1. Scatter cones on floor:  2. Discuss travelling in general space and air space. Why is it different than personal space? 3. Discuss locomotor steps and differences. 4. Before lesson, teach song Yankee Doodle in the classroom. 5. Review teacher guide Side A - Band 3 for other creative possibilities to enhance space and direction activities. 6. Substitute equipment where necessary. (Clorox bottles, bowling pins) 7. Discuss new movement vocabulary in the classroom.	1. Can the children differentiate between personal space, general space and air space? 2. What other ways can you reinforce it in the classroom, lunchroom, bus etc.? 3. Were the traffic cones helpful in orienting children to personal space? 4. If you do not have traffic cones, what other kinds of equipment would suffice? 5. Can the children respond to direction...levels... speed changes? 6. Were the arrows helpful for Figure 8? 7. Are the children counting while they work? 8. Were the children able to travel to the music? 9. Did you provide activities that would avoid fatigue? 10. Are you engaging in chatter time? 11. Is the chatter time valuable?

MOVEMENT PROBLEM: IV EXPLORATION OF GENERAL SPACE USING LOCOMOTOR MOVEMENTS

Pg. 2 of 12.4 | 12. / 12.4

RESOURCES: Educational Activities, Freeport, Long Island, N.Y. ;Album LP #49. Activities for Individualization in Movement and Music.

LEVEL: A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
backwards 4 steps home? .Can you run around 8 cones and return home? ORGANIZATION: Set up cones in a straight line:  .Can you walk around the two cones making a figure 8 pattern? C. SIDE A, BAND 3: "CALL IT MACARONI" (Music: Yankee Doodle) SUBSTITUTE WORDS: Yankee Doodle came to town a riding on a pony, Stuck a feather in his cap and called it SKIPARONI, Skip, skip around the room, Yankee Doodle Dandy, Mind the music and the step and with your friends be handy. (Tiptoearoni...Hoparoni... Runaroni...Jumparoni... Sit down-aroni)	Multiple Figure 8's . Can set up 2; 4; 8. Manipulative Activities Using Figure 8's: .bounce a ball? (basketball dribble) .Tap ball with foot on floor? (soccer dribble) .Dribble ball with hockey stick? (floor hockey dribble) .Can substitute other action songs which provide for additional locomotor activities.	8. Reinforce safety by adding...without bumping or touching anyone? 9. Vary activity by changing speed, levels etc? 10. Develop flash cards for locomotor movements and direction. 11. To assist children with learning the figure 8 develop flash cards with arrows. 12. An important part of evaluation within the lesson is determined by the performance of your children. As to whether there are many concepts that are extremely important.	

MOVEMENT PROBLEM: V. IDENTIFICATION OF "PERSONAL SPACE" USING NON-LOCOMOTOR AND LOCOMOTOR MOVEMENTS

12.0 / 12.5

SPACE- DIRECTION

LEVEL: A-B-D

LOCATION: GYMNASIUM/LARGE PLAY AREA

EQUIPMENT/MATERIALS: Rug mats, Record player, Any Record for "Musical Rugs"

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 12.5.1 Run in general space. .2 Travel in air space (jump) .3 Skip in general space. .4 Stretch in personal space. .5 Curl in personal space. .6 Roll in personal space. .7 Twist body parts. .8 Swing body parts. .9 Complete a full turn in space. .10 Complete a half turn in space. .11 Complete a quarter turn in space. .12 Touch nearest wall. .13 Touch farthest wall. .14 Make a straight line with rugs. .15 Play "Musical Rugs." TEACHER OBJECTIVE: To provide a variety of activities that focus on imitative play.	A. WARM-UPS: .Can you run slowly through general space. .Can you "blast off" like a rocket from your personal space into air space? .Can you skip in general space? .Could you from your personal space stretch your body like a rubber band and be tall? .Could you curl up like a kitten in your personal space? .How much personal space can you fill on the floor? .Can you find a new personal space? B. MOVEMENT EDUCATION TECHNIQUE: .Can you sit on your personal space like an Indian? .Can you stretch your legs...forward...upward...sideward?	.Vary locomotor movements .Vary locomotor space. Whole gym -$\frac{1}{2}$ gym-$\frac{1}{4}$ gym etc. .Another personal space? add concepts such as.. and be small...tall.. shake all over ...clap ...tap? .arms...stand up and stretch all body parts?	1. Warm-ups can serve to review concepts. See A. 2. Review during rest interval general space...personal space...air space. 3. Discuss nearest-farthest concept in classroom prior to this gymnasium lesson. 4. If the children are having difficulty with nearest-farthest concept sit them down and demonstrate. For example: .Get two (2) rug mats, put one far away and one closer. Say to class: Can you touch the nearest rug mat? etc. 5. Substitute learning squares, olympet kit, clorox bottles, etc. for rug mats. 6. MUSICAL MAT GAME: .Stress the direction you want the children to travel. Walk them through if necessary. .Stress-no pushing, etc.	1. Are the children able to perform non-locomotor skills on their personal space? 2. Do the children respond to nearest and farthest? 3. Was each group able to put rug mats into specified formation? 4. Can the children find a new personal space without the use of equipment? 5. Are the children able to respond to non-locomotor movements such as stretching, curling, twisting, etc.? 6. Are the children listening and following directions? 7. Are they avoiding collisions? 8. How can you reinforce $\frac{1}{4}$, $\frac{1}{2}$, and full turn while lining up, getting food from the cafeteria, travelling in your classroom etc.? 9. Did they have fun?

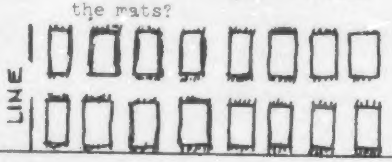
MOVEMENT PROBLEM: V. IDENTIFICATION OF "PERSONAL SPACE" USING NON-LOCOMOTOR AND LOCOMOTOR MOVEMENTS

P. 2 of 12.5

12.0 / 12.5

RESOURCES:

LEVEL: A-B-D

ACTIVITIES	VARIATIONS	ACTIVITIES	TEACHER INFORMATION
.From a standing position, can you curl your body slowly downward and go to sleep? .Can you roll your body like a log? .Can you twist yourself like a pretzel? .Can you swing your arms? .Can you turn your body all the way around? .When I say go, could you run to the nearest wall, touch it and skip home? .Can you walk to the farthest wall, touch it and skip home? C. MUSICAL RUGS: Divide the class in half. Put each group on a different side of the gym. Scatter rug mats on the floor, one rug for each member and say to teams: .Can you collect the rug mats and put them in a straight line behind this line? Say to class: Is there enough floor space between the mats? 	.From one side to the other? .Twist to this music? .Elephants nose swinging. .$\frac{1}{2}$ turn...$\frac{1}{4}$ turn? .Circle...Square...Triangle... Rectangle? .Vary space between rug mats.	.Can you stand on a rug mat one behind the other? Say to class: .I am going to put on the music and while it is playing I am going to take away one mat from each group. When the music stops if you are not on a mat you will be out of the game. When I put the music on again the person who is out of the game will take away another mat etc. The last person to be on a mat is the winner.	.Reinforce color they are standing on, shape, the number of rugs left etc. .This game can be played in a small area. Groups can be combined. .Vary rugs, placing them in a straight line, circle, etc. .Use favorite record of children. 7. Have children collect and store equipment. 8. A follow-up classroom lesson such as bending, twisting or curling paper...stretching rubber band or plastics etc. can reinforce the concepts in movement as well as job or home skills - folding, tieing objects, etc. 9. Use any record with the right rhythm.

MOVEMENT PROBLEM: VI. EXPLORATION OF DIRECTION, PATHWAY, LEVELS AND SPEED IN A DEFINED SPATIAL AREA

12.0 / 12.6

SPACE - DIRECTION

LEVEL: A-B-D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: Blackboard, Chalk, Yarn ball, Groove Hoops, Flash Cards (words, shapes, colors) Record Player; Class' favorite album.

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 12.6.1 Walk to a personal space in a defined area. .2 Travel forward. .3 Travel backward. .4 Travel sidewards. .5 Travel in a straight line. .6 Turn right. .7 Turn left. .8 Travel a staircase pathway. .9 Travel a zig-zag pathway. .10 Travel a circular pathway. .11 Travel at a low level. .12 Travel at a high level. .13 Travel at a medium level. .14 Travel without colliding. .15 Identify colors. .16 Work with a partner. .17 Make a decision. .18 Stop on red.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE: WITHOUT EQUIPMENT: DIRECTION .Can you walk to a personal space in Station I? .Can you travel forward ...backward...sidewards to a new personal space? WITHOUT EQUIPMENT: PATHWAY .Could you skip to Station II in a straight line? .Could you walk 4 steps and turn right....4 steps and turn right? ...continue until they have made a square. .Can you walk 4 steps and $\frac{1}{4}$ turn right...4 steps and $\frac{1}{4}$ turn left? That is called a Staircase pathway.	B. MOVEMENT EDUCATION TECHNIQUE: WITH EQUIPMENT: DIRECTION Scatter yarn balls in Station I. .Could you walk...run ...run...skip...hop etc. and when you come to a yarn ball change direction? .Could you find a yarn ball and stand next to it? .Could you push the yarn ball forward... backward..sidewards with your foot? .Using the yarn ball as a skate, could you slide forward...backward...sidewards? (Change feet) WITH EQUIPMENT: PATHWAY Scatter hoops in Station II. .Could you travel in a	1. Before presenting this lesson to your students read the entire lesson. 2. You may proceed as it is offered to you or you may choose to present it in an alternate fashion; For example: Day 1: Activities Column A, direction and pathway without equipment. Day 2: Levels and speed without equipment. Day 3: Review of above and direction with equipment. Day 4: Review of direction and pathway with equipment. Day 5: Levels and speed with equipment. Day 6: All stations organized and select activities based on class' needs.	1. Did you review the lesson and organize it to facilitate your situation? (equipment, facility, needs and level of class) 2. How can you present concepts in your classroom to assure success for your children? 3. Did you need to use alternate teaching styles? 4. Did you say to the class "Today we are going to explore...to prepare them for the tasks ahead?" 5. Did you assist those children having difficulty? 6. Are you praising those students who are doing well? 7. Are the children performing the behaviorial objectives successfully? 8. If they are not, what other activities can you provide to assist them with success? 9. Did you provide background music for the children?

MOVEMENT
PROBLEM: VI. EXPLORATION OF DIRECTION, PATHWAY, LEVELS AND SPEED IN A DEFINED SPATIAL AREA

Pg. 2 of 12.6 | 12.0 / 12.6

SPACE - DIRECTION

LEVEL: A-B-D

LOCATION:

EQUIPMENT/MATERIALS:

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: .19 Go on green. .20 Travel with caution on yellow. TEACHER OBJECTIVE: Develop activities to insure success of stated behavioral objectives.	.Could you turn 1/8 to the right and walk 4 steps? .Could you turn 1/8 to the left and make a 1/8 turn. Continue. This is called a Zig-zag pathway. WITHOUT EQUIPMENT: LEVELS .Could you travel to Station III and find a personal space? .Could you travel on a low level in a straight line...high level? .Could you skip a zig-zag pathway at a high level? .Is it possible to travel from a very high level to a very low level? .Can you run slowly at at medium level in Station IV? .How many different levels can you use	circular pathway around a hoop...the other way? .Could you travel a circular pathway inside the hoop...the other way? .Could you travel around Station II and everytime you come to a hoop travel around it? .Can you travel a straight line and everytime you come to a hoop make a $\frac{1}{4}$ turn to the right...left? .Can you find the matching color stick for your hoop? .Can you roll a hoop in a straight pathway...circular...zig-zag with the groove stick? .Can you toss your hoop straight up and catch it on your stick?	3. Substitute equipment; For example: If you don't have the groove hoops-use hula hoops and pla-tubes or Makuii sticks. 4. If you have a motor room, develop your stations and maintain until all facets of this lesson are completed. You might want to plan and work with other classroom teachers so they too can provide their children this opportunity for learning. 5. Divide room into four (4) stations; IDENTIFY WITH: Numbers Letters Pictures Shapes Objects Etc.	10. Did you feel comfortable with this lesson? 11. Did the children enjoy this lesson? 12. Was the lesson worth all the planning? 13. How could you change it?

MOVEMENT PROBLEM: VI. EXPLORATION OF DIRECTION, PATHWAY, LEVELS AND SPEED IN A DEFINED SPATIAL AREA

RESOURCES:

P. 3 of 12.6

12.0 / 12.6

LEVEL: A-B-D

ACTIVITIES

while running?

.Can you find a personal space in Station IV?

WITHOUT EQUIPMENT:
SPEED

.Is it possible to walk slowly in this station without touching anyone...quickly...jog?

.Could you travel backwards like a slow choo-choo train...forwards...a fast choo-choo train?

.How would a turtle travel in Station IV...a rabbit?

VARIATIONS

WITH EQUIPMENT:
LEVELS

.Can you take the stick with you and find a personal space in Station III?

.Could you hold it at a very high level...low level...medium level?

.Can you balance the stick on a high part of your body...low?

.Can you find a partner?

.With one of you holding the stick at a high level, can the other skip forward and backward?

.Holding at a low level, can you hop over forward and back...jump?

.Holding one stick high, can you catch the stick when your partner drops it? Change positions and repeat.

.Can you travel quickly to Station IV?

WITH EQUIPMENT:
SPEED

Scatter red-yellow-green circles on gymnasium floor.

.When I say go, could you skip quickly to a circle and stop?

.Could you find a yellow circle and slowly walk around it?

TEACHER INFORMATION

STATIONS

1	2
3	4

6. Interrelate direction, pathway, levels and speed with your curriculum.
7. Include background music while children are practicing skills.
8. Prepare flash cards with with words, arrows, color shapes etc. that may assist the children.
9. Adapt the lesson to meet the need and level of the children.
10. Include new terms to your Movement Bulletin Board.
11. Put RED and GREEN circles on doors so children will avoid injury by going through the wrong door.
12. Set up pathways in classroom. Provide children with alternate routes direct and non-direct.

VARIATIONS

.Could you run and touch all the green circles as quickly as you can without bumping into anyone?

Discuss meaning of red-yellow-green as it relates to motorists and pedestrians.

RED LIGHT - GREEN LIGHT
If you were a car, how would you travel in Station IV if you saw this color?
Toss green circle into middle.
Allow children to travel at different speeds by saying...
Can you go quickly...slowly...
ADD RED AND YELLOW CIRCLES AND SPEED LIMIT SIGNS.

Develop game focusing on pedestrian safety.

MOVEMENT PROBLEM: VII. EXPLORE SPACE USING A VARIETY OF TAKE-OFFS - FLIGHTS - LANDINGS

12.0 / 12.7

SPACE - DIRECTION

LEVEL: A-B-D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: See D. Obstacle Course and Adapt to Materials Available in Your School, Record Player: Album :AR546-See Resources

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 12.7.1 Listen and follow directions. .2 Jump vertically into the air. .3 Jump and turn in the air. ($\frac{1}{4}$ turns) .4 Jump quietly. .5 Jump and turn right. .6 Jump and turn left. .7 Jump and land on two feet safely. .8 Jump and land on one foot safely. .9 Jump for distance. .10 Travel in obstacle course. .11 Travel in general space. .12 Travel in personal space. .13 Travel in air space. TEACHER OBJECTIVE: Provide activities that allow air space exploration.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE: INTRODUCTION: "Today we are going to explore flying. We are going to take-off-fly-and land (like airplanes and birds and monkeys etc) Remember, anytime our whole body is off the ground, we are flying." "When I say go, could you stand and take little jumps in the air and land softly in your personal space." "Can we do that without a sound?" C. Could you travel slowly around the room without touching anyone... jog...quickly and when I clap fly? .Can you fly higher... fly in different directions?	Album: Moving Band 1. Funky Penguin. See teacher information "ANIMALS" B..Can you take bigger and bigger jumps and go higher in the air? .What parts of your body can you use to make yourbody go higher and higher? "Your arms-that's good" .Can we try and touch the ceiling? .Can you make a big... small...wide...tall... thin shape in the air? .Can you jump and turn in the air? .Can you try that again making $\frac{1}{4}$ turns in the air?	1. Plan field trips to the zoo to visit the Bird House, Monkey House, the airport to watch planes arriving and departing. Look through TV listings and inform children of events and time. Discuss. 2. Prepare bulletin board on "FLYING OBJECTS" Kites, paper airplanes, etc. 3. Provide exploration and practice time for the children but as you move around continue questioning: "Look at your knees before you blast off-are they straight-bent?" Allow them to explore blast off with straight vs. bent knees. Explore landing with bent vs. straight knees. Explore blasting off without use of arms vs. use of arms. Have them compare and ask how they got better results.	1. Can the children differentiate between personal space-general space-air space? 2. If not, how can you adapt lessons? 3. Do the children understand concept of flying? 4. Have you made them aware of high places? 5. Can they identify flying objects and differentiate animals that are land travelers and air travelers or both? Do they know about Flying Fish? 6. Do they know the definition of FLY as it applies to the human body? 7. Can they blast off like a rocket, melt like snow, roll like a log, etc.? 8. Can they make shapes in air space?

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MOVEMENT PROBLEM: VII. EXPLORE SPACE USING A VARIETY OF TAKE-OFFS - FLIGHTS - LANDINGS

Pg. 2 of 12.7 | 12.0 / 12.7

RESOURCES: Album AR 546 MOVING BY HAP PALMER - Educational Activities, Inc. Freeport, N.Y. 11520

LEVEL: A-B-D

ACTIVITIES

.Can you land on one foot...the other foot...both feet?

.This time when you land, could you slowly melt like snow... land and roll like a log... land and roll like a ball?

D. OBSTACLE COURSE

Organize maze of obstacles which encourage children to jump for height (vertical flight) and jump for distance. (horizontal flight)

SUGGESTED EQUIPMENT:

.Tires
.Wooden Boxes
.Stairs
.Tables
.Mini Tramp
.Learning squares
.Mats(tumbling)
.Carpeting
.Foam shapes
.etc.

E. HUMAN OBSTACLE COURSE

Half the class maintains various levels while the other half hurdles (flies) over them. STRESS SAFETY!! Exchange places.

VARIATIONS

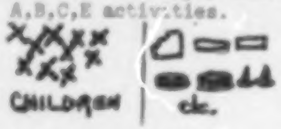
Can you change direction?
Can you turn to the right?

ADDITIONAL EXPLORATIONS:

1. Leap frog
2. Jack-in-the box
3. Airplanes
4. Pogo Stick
5. Carousel
6. Animations, birds, bees, jumping horses.
7. Halloween: Goblins, Ghosts
8. Christmas: Santa Claus and Reindeer.
9. Poems: Mimic words - Wind and what it does to objects.
10. Pantomime: Blast off like a rocket ship.
11. Parachute Activities.
12. Hitting objects - Throwing objects.
13. Frisbees (coffee can covers)
14. Standing broad jump for distance.
15. Vertical jump for distance.

TEACHER INFORMATION

4. EMPHASIZE:
   a. Spacing to avoid collisions.
   b. Soft landings.
   c. Quick take-offs.
   d. Compare results of one foot vs. two feet take-off.
5. For easier management, obstacle course could be set up prior to class in half the gymnasium. Children can use empty half for A,B,C,E activities.



6. Praise the children and assist those having difficulties.
7. Plan for spotting on the obstacle course.
8. Instruct the children that they are not to take their turn until the child in front is out of the take-off-flying and landing area
9. Plan for distribution, collection and storage of equipment.

TEACHER-PUPIL EVALUATION

9. Are they able to land softly and avoid injury?
10. Are the children wearing sneakers and appropriately dressed for this activity?
11. Are the children successful?
12. Did they have fun?

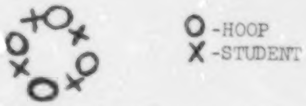
MOVEMENT PROBLEM: VIII. MANIPULATE THE BODY IN A VARIETY OF WAYS IN A DEFINED SPATIAL AREA

RESOURCES:

P. 2 of 12.8

12.0 / 12.8

LEVEL: A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
.Can you twist your arms in one direction and then the other direction? .What other body parts can you twist? .Can you twist your body low and untwist it high like a drill? .Can you curl your body in the hula hoop? .Could you place an edge of the hoop on the floor and step in, - out, through, around? .Could you balance your hoop, let go, turn your body and catch the hoop before it falls? .Can you turn other parts of your body? .Can you spin your hoop on its edges? C. CHATTER TIME	 .Can you bend bown and pick up hoops on each side of you? You are all attached and are going to work like a team. From this point on, can you without breaking the circle or without dropping the hoops stretch your hoops high ...hold them waist high...low... sit...roll back and put a foot in each hoop? .Can you rock you body's back and forth? .Can you stand? .Can you move hoops into the circle...outside the circle? Let your imagination take off to create dance steps, games, etc.		

MOVEMENT
PROBLEM: VIII. MANIPULATE THE BODY IN A VARIETY OF WAYS IN A DEFINED SPATIAL AREA

12.0 / 12.8

SPACE - DIRECTION

LEVEL: A-B-D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: Hula Hoops

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 12.8.1 Listen and follow directions. .2 Bend body parts. .3 Stretch body parts .4 Know term open. .5 Know term close. 6 Travel in. .7 Travel over. .8 Travel around. .9 Twist body and parts. .10 Balance objects. .11 Spin objects. .12 Catch a falling object. .13 Work with a partner. .14 Work as a member of a team. TEACHER OBJECTIVE: Provide activities that will allow the children to manipulate their bodies to develop better body control in space.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE: "Today we are going to explore ways of how we can open body parts and close body parts. When we bend we close body parts." Standing in your hoop, .How many different body parts can you bend or close? "When we open we stretch? .How many body parts can you stretch? .Can you bend your arms and them stretch them? .Can you bend your body to pick up the hoop and then stretch your body and lift the hoop high? .Can you roll your body in, over and around your hoop?	.Can you bend your body and move the hoop? .How could you balance the hoop on your hands and feet? Vary questions by asking: How slowly...How quickly? How high...How low? In a forward direction...backward direction...to the side...other side...right...left? PARTNERS: FOLLOW THE LEADER	1. Provide a classroom lesson bending objects, stretching elastic or rubber bands, rolling beads or round objects, twisting and untwisting paper and curling paper, turn the clock, door handle, etc. to reinforce concepts. 2. Be prepared to demonstrate if students are not responding. 3. Plan for the distribution and collection of equipment. 4. Play background music for children to move. 5. Assist students who are having problems. 6. Praise students who are achieving and creating interesting answers. Have the rest of the class try.	1. Are the children listening to your questions and providing movement responses. 2. Can they bend, stretch, etc. body parts and body? 3. Are they able to combine movements? 4. Are they able to differentiate between quickly...slowly...forward...backward...side...etc.? 5. Can they mirror their partners movements? 6. Can they work and respond to questions as a group? 7. Did the children participate in the chatter time session and recall what their activities were? 8. How could you reinforce this lesson in the classroom? 9. Did the children enjoy the lesson?

MOVEMENT
PROBLEM: IX. MANIPULATING OBJECTS IN A VARIETY OF WAYS

12.0
12.9

SPACE - DIRECTION
LEVEL: A-B-D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: Groove Hoops and Wands, See Teacher Information Column, Items Number 5* and 6*

RECOMMENDED BEHAVIORAL OBJECTIVES

THE CHILD SHOULD BE ABLE TO:

12.9.1 Listen and follow directions.
.2 Match colors of hoops and wands.
.3 Push hoop with wand in a forward direction.
.4 Pull hoop with wand in a backward direction.
.5 Toss hoop and catch it high.
.6 Work with a partner.
.7 Roll hoops using a combination of specified pathways:
  CIRCULAR
  ZIG-ZAG
  CURVED
  STRAIGHT
.8 Travel through a rolling hoop.
.9 Build a pathway with equipment.

TEACHER OBJECTIVE:
To provide manipulative activities utilizing a Movement Education approach.

ACTIVITIES

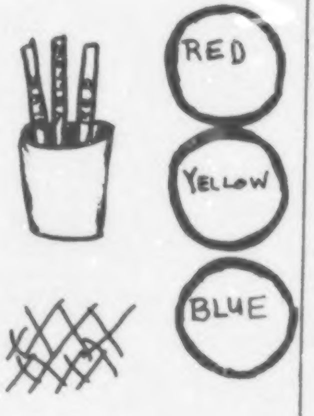
A. WARM-UPS

B. MOVEMENT EDUCATION TECHNIQUE:

See illustration in Variations column.

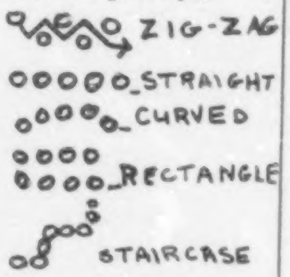
- .Can you get a wand from the basket and find the matching hoop?
- .Can you find a personal space to work in, placing your hoop on the floor and stand inside of it?
- .Can you lift your hoop slowly as if it were a hundred pounds?
- .Can you hold your hoop up with you wand and balance it?
- .Can you travel and still balance the hoop?

VARIATIONS



TEACHER INFORMATION

1. Discuss the similarities and differences of the hula hoop and groove hoops. Focus on edges.
2. Hoop Circuit: Organize hoops to focus on direction and pathways.



3. Reinforce color concepts, shapes, numbers while providing lessons.

TEACHER-PUPIL EVALUATION

1. Were the children able to match and discriminate colors?
2. Are they able to find their personal space?
3. Can they participate without collision?
4. Do they know the difference between push and pull?
5. Can they move forward, when asked to go forward...backward...sideward?
6. Are they able to manipulate the hoop with the wand?
7. Are the children becoming more self-confident and self-directing?
8. Are the children able to work as a group?
9. Can they build a pathway with the materials you have supplied?
10. Was the chatter time meaningful and conducive to the reinforcement of concepts?
11. Are the children having fun while learning?

MOVEMENT
PROBLEM: IX. MANIPULATING OBJECTS IN A VARIETY OF WAYS
RESOURCES:

P. 2 of 12.9
12.0 / 12.9
LEVEL: A-B-D

ACTIVITIES

- .Putting your hoop on the floor can you push it with your wand in a forward direction...can you pull it with your wand in a backward direction?
- .Standing your hoop on its rolling (edge) surfaces, can you roll it forward using your wand...backward?
- .Can you roll your hoop and catch it on your wand?
- .Can you roll your hoop in such a way on the floor that it will return to you?

(Teachers Note: If a backward spin is put on the hoop it will move forward and then travel back.)

PARTNERS:
- .Can one of you put a hoop away?
- .Can you go in and out of the hoop while your partner rolls it in a straight pathway...circular pathway...zig-zag pathway...etc.?
- .While your partner is holding the hoop off the ground, can you jump through it?

VARIATIONS

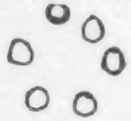
Divide class into groups. Assign each group a station. Say to group:
.With your wands:

- .Can you turn the hoop around your arm?
- .Can you twist the hoop around your hips?
- .What other body parts can you use to turn the hoop? (FREE EXPLORATION)

ACTIVITIES

C. HOOP CIRCUIT"

Focus on Direction.



.Can you travel around the gym and when I clap find a hoop and put 1 body part in it...2...3....4...?

D. CHATTER TIME

Discuss the different kinds of pathways built by each group etc.

VARIATIONS

FURTHER EXPLORATIONS:
- .Follow-the-Leader through the Hoop Circuit.
- .Divide class into groups and distribute pla-tubes. Assign each group a station. Say to group:
  - .With your pla-tubes, can you build a pathway? When pathways are built, can you travel between your pathway...over...under..next to...etc.?
  - .Can we now travel to all the other pathways and travel through them?

Vary questions to include speed, direction change, level change, pathway change.

TEACHER INFORMATION (continued)
4. While the children are building their pathways, travel from group to group offering assistance, praise, etc.
5. If you don have have wands, use ropes, pla-tubes, Makuii sticks, clorox bottles, etc.
6. Play background music while children are practicing skillls.

MOVEMENT PROBLEM: X. SPACE AND DIRECTION EXPLORATION WITH ROPES

12.0 / 12.10

SPACE - DIRECTION

LEVEL: A-B-D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: Jump Ropes without handles (Teacher made: clothesline 8' to 12' pieces) Bean Bags, Flash Cards with shapes.

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 12.10.1 Locate and identify ropes. .2 Find personal space. .3 Manipulate rope. .4 Construct shapes with ropes. .5 Travel the shapes in specific direction. FORWARD, BACKWARD SIDEWARDS .6 Differentiate between over and under. .7 Balance body on the rope and travel. .8 Travel rope obstacle course. TEACHER OBJECTIVE: Present tasks in a developmental, sequential way to reinforce space and direction concepts.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE: .Have an assortment of equipment in an area and say to class: .Can you find a rope in the gymnasium and stand in your personal space without touching anyone? .Can you hold one end and stretch it forward without touching anyone? .In that position, can you pull the rope around you in a circular direction to make sure we dont hurt anyone with the rope? .Can you make a straight line on the floor and walk forward...backward ...sidewards...around? .Can you walk and balance your body on the rope like a tightrope walker in the circus...with a bean bag on your head.. shoulder..elbow..neck?	B. MOVEMENT EDUCATION TECHNIQUE: .Can you hold the rope at each end? .Can you pull hard and stretch the rope? .How many places in your personal space can you take the stretched rope? (forward, backward, side to side) .Holding the rope, can you put your feet on it and jump as if you were a "Bucking Bronco/Pogo Stick?	1. Cut geometric shapes out of cardboard. Color code them. 2. Ropes can be made out of sash cord 5/8" or ½". Remember to tape ends to avoid raveling. You can dye the cords for color discrimination and use with many activities. 3. Classroom projects with ropes can reinforce learning: ARTS & CRAFTS: sketch rope shapes. MATH: measuring lengths and floor patterns, numbers, shapes. LANGUAGE ARTS: letters, words, shapes of flowers, etc. 4. Discuss SAFETY when using ropes. Establish rules and regulations. 5. Play background music while class is practicing skills. 6. Plan for the distribution and collection of ropes.	1. Were the children able to find a rope and their own personal space? 2. Are they able to manipulate the rope without touching anyone? 3. Can they make shapes, letters, etc. with the ropes? 4. Are they responding creatively to the questions? 5. Can they balance the bean bag and walk on the rope? 6. Are they achieving success and are you praising them? 7. Are the children more self-confident with themselves? 8. Can you see improvement in their classroom work and do you feel it is a result of some of this motor work? 9. How many different ways can you adapt this lesson to achieve other cognitive concepts? 10. Is the chatter time beneficial? Why? Why not?

MOVEMENT PROBLEM: X. SPACE AND DIRECTION EXPLORATION WITH ROPES

RESOURCES:

P. 2 of 12.10 | 12.0 / 12.1

LEVEL: A-B-D

ACTIVITIES	VARIATIONS	ACTIVITIES	TEACHER-PUPIL EVALUATION
.How many different ways can you fly over the rope? .Can you stretch your body tall beside the rope...make the rope and body short? .Standing, can you slide your feet forward and apart along the rope as if you were doing the split? .Can you make the first letter of your name with the rope...last letter...what other letters...can you travel the letters? "I am holding up a shape (square, rectangle, triangle, etc.)." TRIANGLE .Can you make this shape on the floor? .Can you jump forward over the narrow part...backwards? .Can you jump forward over the wide part...backwards? CIRCLE .Can you put one hand and one foot in the circle? Can you travel around the circle in that position?	.Animal interpretations of crawling, jumping over, etc. .Can you swing the rope around you and jump over it at the same time? .Can you turn the rope at a high level over your head? How many other levels? (LASSO)	ROPE OBSTACLE COURSE: .How many different ways can you travel the course going over and under the ropes? C. CHATTER TIME	11. Are you varying the activities to avoid fatigue? 12. Did you enjoy teaching this lesson?

MOVEMENT PROBLEM: XI. MANIPULATION OF BODY AND OBJECTS FOR CONTROL IN SPACE.

12.0 / 12.11

SPACE - DIRECTION

LEVEL: A-B-D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: Balls, Traffic Markers, Record Player and Album "Moving"(see Resources)

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 12.11.1 Listen and follow directions. .2 Find a personal space. .3 Identify a ball. .4 Bounce and catch a ball. .5 Count bounces. .6 Bounce and travel forward. .7 Bounce and travel backward. .8 Bounce and travel to the right side. .9 Bounce and travel to the left side. .10 Bounce ball high from standing position, sitting position, kneeling, position, and catch. .11 Dribble from the above positions. .12 Change level of ball-high, medium, low while bouncing or dribbling.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE: "Today we are going to continue to travel in many different directions but we are going to take something with us. That something will be a ball. Can you find the basket of balls, get a ball, find a personal place and then we will begin." "GO!" .Can you bounce and catch the ball? .Can you bounce it 2...3...4 times and catch it? Repeat this again and count the bounces. .Can you travel forward and bounce the ball...backward...travel to the right side...left side? .Can you bounce the ball at a high level..and catch it...low level and catch it?	.How many ways can you bounce and catch...with two hands...with one hand...the other hand?. ALLOW PRACTICE TIME .Can you dribble the ball and travel forward...backward...to the right side...to the left side ..a little faster...faster and not lose the ball?	1. Ask the class to verbalize (name) directions. There are six: 1)forward 2)backward 3)right side 4)left side 5)up 6)down Include these words on your Motor Movement Bulletin Board. 2. As the class to identify shape of ball, color, texture. 3. If you have different size balls (e.g. playground balls 5" and 8") have the children exchange them. This will provide them with the opportunity to experience the different sizes. (It is more difficult to control a small ball than a large ball). 4. A bounce is pushing the ball to the floor (surface), and because of the surface of the	1. Can the children verbalize the directions in which their body can travel? 2. Do they understand that other objects can travel in those directions. 3. Can they maneuver their body in the six directions? 4. Do they know the figure 8 pathway and can they travel it? 5. Are the children able to control their bodies while travelling in a variety of directions? 6. Can they manipulate the balls with control? 7. Were the children able to manipulate the balls to music? 8. Were you able to use all the recommended Bands? 9. Did you note which Bands were more effective? 10. Did you provide enough practice time? 11. Did the children feel success and was their improvement in skill?

MOVEMENT PROBLEM: MANIPULATION OF BODY AND OBJECTS FOR CONTROL IN SPACE

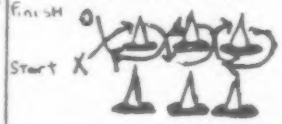
Pg. 2 of 12.11 | 12.0 / 12.11

SPACE DIRECTION

RESOURCES: ALBUM: AR 546 "MOVING" by HAP PALMER - Educational Activities, Freeport, New York 11520

LEVEL: A-B-D

EQUIPMENT/MATERIALS:

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: .13 Dribble around traffic markers with right hand, **left** hand, alternate hands. .14 Run relay race as a team member. TEACHER OBJECTIVE: To provide activities **that** will enable the children to move in a variety of ways in many directions.	.Can you kneel and bounce the ball high and catch it? .Can you bounce the ball high and catch it with your body at a low level? C. OBSTACLE COURSE: Practice Drill  TASK A: Dribble the ball with your RIGHT hand only around markers using figure 8 pathway TASK B: LEFT hand only. TASK C: ALTERNATE hands. D. RELAY RACE: Divide class into teams and run and dribble for speed.	Album: Moving - Side A Funkey Penguin Band 1 Tipsey - Band 3 Gentle Sea - Band 5 Side B Jamaican Holiday -Band 1 See Teacher Information "Balls" on Inside Cover C. SOCCER DRIBBLE: Right foot only. left foot only, alternate. FLOOR HOCKEY DRIBBLE: Right side, left side, alternate.	ball it will rebound upward. A dribble is a controlled continous series of bounces. 5. Review figure 8 pathway with the children. 6. Provide for enough equipment for each child. If you don't have the traffic markers, improvise by using clorox bottles, chalk or taped circles, books, etc. 7. Praise the children.	12. Were the children prepared for the relay races? 13. Did the children have fun? 14. Did you feel that this lesson is developmentally sequenced and easy to follow?

MOVEMENT
PROBLEM: XII. MANIPULATION OF BODY AND OBJECTS FOCUSING ON DIRECTIONAL AND SPATIAL CONCEPTS
WITH EMPSHASIS ON TRAVEL

12.0 / 12.12

SPACE - DIRECTION

LEVEL: A-B-D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: Scooters, Tires, Crawl Tunnel, Pla-tube, Record Player-any record with the right rhythm.

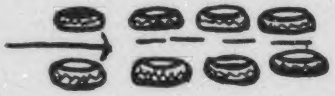
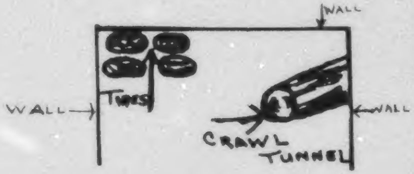
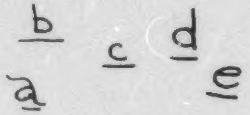
RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 12.12.1 Listen and follow directions. .2 Move in six specified directions. .3 Perform the movement specified in the warm-up. 4 Push scooter. 5 Pull scooter .6 Maneuver body on scooter through maze. .7 Maneuver body in and out of maze. .8 Push a partner in and out of maze on scooter. .9 Enter maze, travel through and exit where student entered. TEACHER OBJECTIVE: To provide lead-up activities that will prepare students for Travel Training.	A. WARM-UPS MOVEMENT EDUCATION TECHNIQUE: .Can you walk around the room in rhythm to this music in any direction and stop when the music stops etc.? .When the music starts can you skip forward...walk backward...jump to the right...hop to the left...jump up and down? B. MOVEMENT EDUCATION TECHNIQUE: .Without sitting on the scooter, can you push the scooter forward with both hands...one hand......one foot with control? .Without sitting on the scooter can you pull it backwards with two hands ...one hand etc.? C. MAZE ACTIVITY: Develop a maze with equipment and supplies that you have on hand.	PATHWAYS: .Can you create a pathway with the pla-tubes? .Can you walk it forward...backward...around it? .Can you follow the pathway on your scooter? .How many different directions can you travel the pathway? PUSH: .Vary direction with each task i.e. push sidewards ...to the right...to the left, etc. PULL: .As above	1. Music for warm-ups. Use ANY song with a strong underlying beat. 2. Reinforce concept with each task. After completion of task, ask children what direction they travelled. Request a verbal response. 3. Paint your tires vivid colors as a class project. 4. If you do not have tires, substitute hoops, olympet kit, etc. 5. Discuss push-pull concept. 6. Plan to demonstrate if children are unable to follow verbal cues. 7. If the children are having difficulty maneuvering scooters through the maze, have them walk through it first. 8. Maze of desks can be set up in the classroom to practice concepts of direction and space.	1. Are the children listening and following directions? 2. Can the children complete the warm-up activities? 3. Are they performing the warm-ups correctly? 4. Can they differentiate between the push and pull concepts? 5. Are you relating the push-pull concepts to every-day activities for reinforcement? .Sweeping the floor...moving desks and chairs or other objects? 6. Are the children able to negotiate a simple maze... A more complicated maze? 7. Are they able to transfer the maze activities to pencil and paper maze activities? 8. Are the children able to exit the maze where they entered? 9. Are the students maneuvering the scooters with ease? 10. Are the children able to negotiate direction?

MOVEMENT
PROBLEM: XII. MANIPULATION OF BODY AND OBJECTS FOCUSING ON DIRECTIONAL AND SPATIAL CONCEPTS WITH EMPHASIS ON TRAVEL.

RESOURCES:

Pg. 2 of 12.12 | 12.0 / 12.12

LEVEL: A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
Start with a simple task: Two (2) rows of tires:  .How many different ways can you go in and out of the maze without colliding? ."When I say go, can you go in and out of the maze and when I say "GO HOME" find the spot where you came in and leave (exit) by it?" D. Set up a maze of tires or a crawl tunnel near a wall where the children have to come out the same way they came in.  E. Chatter Time	PARTNER PLAY: .One student pushes through maze on a scooter, switches places and returns through the maze home. .Flash cards with cues that will allow for rest intervals. .Have the children create games with maze in gymnasium with equipment. .Prepare simple pencil and paper maze diagrams for classroom use. 	9. Set up Travel Training experiences. STATIONS FOR MAZE: a. grocery store b. subway-bus c. neighbors home d. church-temple e. school .etc.  .What is the shortest route to the store? .What is the longest route to church? .etc.? Discuss the terms longest, shortest, route, entrance, exit, pathways. 10. Plan for the kinds of problems the children will face when they begin Travel Training.	11. Are the children able to create their own maze activity?

MOVEMENT
PROBLEM: XIII MANIPULATING PARACHUTE WITH SPECIAL EMPHASIS ON DIRECTION

12.0
12.1

SPACE - DIRECTION

LEVEL: A-B-D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: PARACHUTE

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 12.13 .1 Listen and follow directions. .2 Excercise control. .3 Hold the parachute in an underhand grip, overhand grip, mixed grip. .4 Perform one sit up using chute. .5 Perform one arm lift using chute. .6 Participate as a team member. .7 Make "WAVES" with parachute by shaking parachute up and down. .8 Travel to the right holding parachute. .9 Travel to the left holding parachute. .10 Travel right or left and make waves. .11 Travel and make a dome. .12 Perform simple routine as part of a team.	A. "INTRODUCE THE PARACHUTE" Say to class: "Today, we are going to work with the parachute? What shape is the parachute...color? There are some things we should know before we can begin work." 1. Explain care of the parachute. 2. Explain grips - demonstrate and have the children practice from a sitting position (Indian). Check each grip individually and assist. Say to class while they are holding the parachute. "What grip are you using?" 3. Explain the importance of beginning together and stopping together. 4. The word for begin is GO and stop is STOP. ENFORCE!		1. Stretch parachute on the floor with the children seated far enough back around it so that they can not fool around with it. If your class is somewhat active, have them touch before beginning the activity. 2. Say to the children. "The parachute is very delicate and expensive. We would like to keep it for a very long time. Here are some DON'TS. a. Do not walk on the parachute. b. Do not twist material or pull at the ropes. c. Do not argue over whose spot belongs to whomever and pull at it like in a "Tug of War." d. Etc.	1. Were the children able t perform the warm-ups easily? 2. Did you have to modify th exercises? 3. Were the children listenin and following your directions? 4. Were the children able t control their excitement/ or curiosity about this new piece of equipment? 5. Were they able to functi together on the GO and STOP ? 6. Did they satisfactorily meet the stated behavioral objectives? 7. Were you able to develop simple routine to music? 8. Can the children differentiate between the grip 9. Was it a fun lesson? 10. Did you praise the clas for their performance etc 11. Were they successful in performing the dome activity? 12. Were you able to transfer the gymnasium concepts t

MOVEMENT
PROBLEM: XIII. MANIPULATING PARACHUTE WITH SPECIAL EMPHASIS ON DIRECTION

Pg. 2 of 12.13

12.0 / 12.13

Vender: Flaghouse, 18 W. 18 St. NYNY/or Libra Distributors, 473 N. Church St. Morristown, NJ
RESOURCES: Parachute: CALL AND CHECK NEW PRICES:
ALBUMS/TEACHER MANUAL* 1) Rhythmic Parachute Play #LP 6020 * 2) Parachute Activities with Folk Dance #LP 9090
(See teacher information #7) Kimbo Records, Box 246, Deal, New Jersey 07723

SPACE - DIRECTION

LEVEL: A-B-D

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: TEACHER OBJECTIVE: To reinforce concepts of direction and space, yet provide novel and fun activities for enjoyment.	B. PARACHUTE WARM UP EXERCISES: 1. SIT-UPS: .Using the overhand grip, can you lie down with the parachute over you like a sheet and hold it at your chin? (Check for tautness on the chute). .Can you pull up and reach forward, touch the grip to you toes? GO! .Can you lie back still holding the parachute? GO! 2. ARM LIFTS - SITTING POSITION: .Holding the parachute in an overhand grip at your hips, can you lift your arms up and hold the chute above your head? GO! .Can you bring your arms down?	If your children are having difficulty, start with toe touching. TOE-TOUCHING - from a sitting position. Holding the parachute at your waist, can you bend forward and touch your toes with your grip (hands)? .Can you return to a sitting position? SIDE ARM LIFTS: .Have children lie with their right side parallel to the parachute. Using an underhand grip, can you lift the parachute up? GO! Down? (Change grip and roll to the left side)	3. Grips used in handling parachute: a. overhand grip - palms facing away from body. b. underhand grip - palms facing body. c. mixed grip - one palm facing away (overhand grip) one facing towards (underhand grip). 4. Assist children in exercises. Consideration of your class' ability will determine repetions. 1-2-3 etc. 5. Vary the grips where possible. For example-see side arm lifts. 6. Walk children through and "Cue them" as to whe to make a dome. i.e., a. Walk, 2,3,4,5,6,7,8. Up and down or b. Play recording of "PAUSE", when they hear the "PAUSE" they can lift the chute. *7. There are many record albums specifically made for parachute activities	your classroom learning environment? 13. Could you develop parachute activities for a parent's program?

MOVEMENT
PROBLEM: XIII. MANIPULATING PARACHUTE WITH SPECIAL EMPHASIS ON DIRECTION

RESOURCES:

Pg. 3 of 12.13 | 12.0 / 12.13

LEVEL: A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
C. PARACHUTE ACTIVITIES: 1. MAKING WAVES: .Sitting and holding the parachute in an overhand grip, can you shake your arms up and down? GO! (see variation) 2. DOME: .Stretch the chute out on the floor Children should be on one knee with their two hands on the chute in an overhand grip. Say to Class: .Can you lift the chute way up with your hands and stand at the same time? GO! .Can you quickly kneel putting the chute on the floor and trap the air. GO! That is called the DOME. D. LOCOMOTOR-DIRECTION-PARACHUTE STUNTS: .Can you all stand and hold the chute with the underhand grip at your waist? .Can you travel to the right? .While your traveling to the right can you make waves...to the left? .Can you travel and make the dome? E. ROUTINE: .Develop a simple routine using the two activities plus Locomotor activities.	C. 1. MAKING WAVES: Waves can be small, medium or high depending on quality or speed of movement. Question to encourage the three types of waves by changing levels of body from sitting, kneeling or standing body positions. . Put a beach ball on the parachute and question to elicite response regarding the action of the ball while making small, medium or high waves.	on the market. They are quite expensive. I strongly suggest any recording that you have available can be used. 8. Develop an EXPERIENCE CHART in the classroom. 9. Discuss air pressure and its effect on the parachute. Explore tossing heavy objects in the air. 10. Demonstrate how to fold and put the parachute away properly. 11. You will find additional parachute activities in the Intermediate section. Do not hesitate using them if your class is ready.	

MOVEMENT
PROBLEM: XIV. MORE PARACHUTE ACTIVITIES FOR LEARNING AND FUN

12.0 / 12.14

SPACE - DIRECTION

LEVEL: A-B-D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: Parachute/Yarn Balls Record player - Parachute Albums

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO 12.14.1 Listen and follow directions .2 Perform exercises with parachute. .3 Participate as a team member. .4 Exercise control. .5 Start activity on command GO! .6 Stop activity on command STOP! .7 Count off by 2's. .8 Change position when number is called. .9 Pop yarn balls on parachute. .10 Form a mushroom with the parachute. .11 Release parachute and sit under. .12 Release par[illegible]te and run ou[illegible] under. .13 Participate in a simple routine. .14 Discuss the activity.	A. WARM UP ACTIVITIES: Review Lesson #13 1. Exercises 2. Make Waves 3. Dome 4. Combined Locomotor Activities. B. MOVEMENT EDUCATION TECHNIQUE: PARACHUTE ACTIVITY: 1. Corn Popping - .When I put these yarn balls on the parachute, how can you make them go up like popping corn? GO! .Can you circle to the right...left...and still keep the corn popping? GO! .Can you pop the corn high...medium...low? GO! 2. The Mushroom - .Starting position - same as dome. .Can you stand up quickly lifting your arms up and walk 4 steps forward into the center? GO!	DOME VARIATION : 1. Count off by 2's (1-2) .#1 will change to the inside of the chute on the down movement of the domes. .#2 will move to the inside in the next sequence etc. 2. NUMBER'S CHANGE : .Call a number as the dome is made and those children with the number's called will exchange positions before the parachute comes down. You can vary Locomotor Activity. (Hop, Run, Skip, Jump, Etc.) in the exchange.	1. Routines should be based on eight counts to a musical phrase with the routine made up with the appropriate number of sequences. Know your music. 2. If you do not have yarn balls, you may substitute bean bags, etc. 3. This activity can be done outdoors. 4. Have the children draw pictures of parachutes, or make models using material, string and a weighted bottom. Display all materials. 5. Simple Folk Dances can be developed through parachute activities. This could be presented as a culminating activity for a dance festival. 6. This is an excellent activity for parent workshops. 7. If the movement education approach is cumbersome, do not hesitate	1. Does this activity afford sufficient exercise for your children? 2. Did you provide rest activity to avoid fatigue? 3. Did every child participate regardless of handicap? 4. Did the children demonstrate a togetherness in participating in this activity? 5. Were you able to reinforce concepts of space and direction in this lesson? 6. Did you provide appropriate music for this activity? 7. Did you tap the children's resources for creative activities? 8. Could you integrate simple tumbling stunts with the parachute? How? 9. Did you praise the class for their outstanding participation and performance? 10. Were you comfortable teaching this lesson? 11. Did everyone have fun?

MOVEMENT

PROBLEM: XIV. MORE PARACHUTE ACTIVITIES FOR LEARNING AND FUN

RESOURCES:

Pg. 2 of 12.14

12.0 12.14

LEVEL: A-B-D

ACTIVITIES

*TEACHER OBJECTIVE:
To use this motivational piece of equipment to reinforce concepts for learning and provide fun opportunities

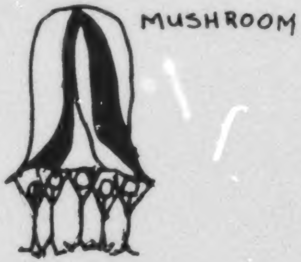
3. Mushroom Release -
.Can you do the same thing but this time let go, run into the center and sit?

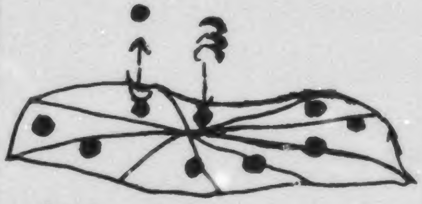
4. Routines to Music -
.Sequences could include all the activities that were presented adding combined LOCOMOTOR - DIRECTION activities of running, skipping, sliding, etc.

C. Chatter Time -
.Discuss activity as it relates to space and direction.

VARIATIONS

Mushroom Release Variation:
Run out from under the chute and watch it land.




CORN POPPING

TEACHER INFORMATION

structuring or using the command approach.

8. Children can be creative in the development of activities and routines. Tap their resources.
9. Observe the group dynamics during this activity. It will provide you with a great deal of information.
10. Provide practice time.
11. Refer back to Lesson VII in Space and Direction for discussion.
12. If possible, secure film of Astronauts returning from the Moon Mission where their capsule is recovered. Discuss the importance of the parachute as it relates to the safety of the Astronauts.

TEACHER-PUPIL EVALUATION

Begin post-testing. Refer to pre-test.

MOVEMENT
PROBLEM: PRE-TEST: SPACE AND DIRECTION

13.0 / 13.1

SPACE - DIRECTION

LEVEL: C - E

LOCATION: GYMNASIUM/CLASSROOM

EQUIPMENT/MATERIALS: INDIVIDUAL CHECKLIST "EVALUATION MODULE" (See Teacher Information)

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 13.1.1 Listen and follow directions. .2 Perform items on the test. .3 Be comfortable in a testing situation. .4 Play "Follow-the-Leader" (visual clue) .5 Respond motorically to verbal tasks on test. .6 Respond motorically to words or pictures on Flash Cards. .7 Respond to serial memory tasks. .8 Take turns. .9 Work independently. TEACHER OBJECTIVE: 1. To determine baseline performance in space and direction concepts for each student. 2. To provide an atmosphere for testing that is congenial.	A. WARM-UPS B. PART I: Testing for Directional Concepts. C. PART II: Testing for Spatial Concepts. D. PART III: Testing for Direction Concepts involving three (3) components. (serial memory) E. PART IV: Testing for Spatial Concepts involving three (3) componets. (serial memory)		1. Review the procedures for completing pre/post test for Space and Direction. 2. After perusing procedures develop techniques for administering Part I and Part II. 3. Review procedures for administering intermediate test. 4. Develop procedures for testing Part III and Part IV. For example: Can you travel FORWARD on a STRAIGHT LINE and go OVER the bench? 5. Prepare Evaluation Profile filling out data for each student prior to testing. 6. If students cannot perform tasks, do not check column. If the student cannot complete a part of the serial memory task task, (PART III-IV) do not check column.	1. Were the students listening and following directions? 2. Were you able to develop a test to satisfactorily measure the concepts? 3. Did you plan for setting up the physical facility prior to testing? 4. Did you plan activities for students who are not actively involved in the test? 5. Were the behavioral objectives too difficult ...easy? If so, what modifications did you make? 6. Did you discuss the results of the tests with the students...parents...supervisors? 7. Did you make adjustments for students who are not achieving and note on Profile for post-testing? 8. Did you praise the students? 9. Were the profile sheets completed prior to testing?

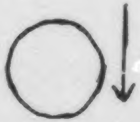
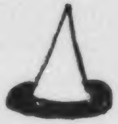
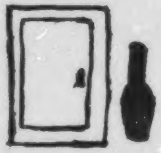
MOVEMENT PROBLEM: PRE TEST: SPACE AND DIRECTION

RESOURCES:

Pg. 2 of 13.1

13.0
13.1

LEVEL: C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
	SEE TEACHER INFORMATION NO. 10  JUMP FORWARD INTO RED CIRCLE  BETWEEN YELLOW CONE  STAND NEXT TO BOWLING PIN	7. Room should be organized before testing begins. For example, if you build in the need for a bench or balance beam, have it available. 8. Write out entire test and plan not to deviate but if adjustments are necessary note the change on students profile form. 9. Plan activities for students who are not being tested. 10. Expansion Technique: Design questions and create an environment to elicit conceptual discrimination of serial memory tasks. The following materials can be used for discrimation of the serial memory stations. For example: yellow cones, red circles, bowling pins. For example: Olympet Kit, blue circle, red circle, yellow circle.--Teacher-made circles can be substituted and taped to floor. SEE ILLUSTRATION IN VARIATIONS COLUMN.	10. Did you peruse any additional resource materials for the development of the test items? 11. Did you have difficulty developing your own test for this module? If so, why? Did you seek any additional resource persons for support and assistance? 12. Did you provide an air of congeniality for testing?

13.0 / 13.1

SPACE - DIRECTION

LEVEL: C - E

PROCEDURES FOR COMPLETING PRE-POST TEST AND PROFILE FOR SPACE AND DIRECTION MODULE

1. Prepare Rexograph for Profile see "Evaluation Module" below for every child in your class.
2. Fill out information requested for each child on the Profile.
3. The suggested procedures for the development of this evaluation are as follows:
   - A. "Follow-the-Leader" (Variation: through an obstacle course) -Visual Clue (Mimetics)
   - B. "Movement Education Technique" (i.e. Can you travel forward ... etc?) - Verbal
   - C. "Flash Cards" (i.e. Forward, Up...etc.) - Reading
4. Develop pre-test standards to provide for the evaluation which will be included for your Motor Education Program. The post-test MUST not deviate from the developed pre-test standards. If adjustment must be made, note on profile pre-test.
5. File completed records in the individual Motor Education folder.
6. Check off (✓) when child has completed task. If children do not respond correctly, do not check column.

EVALUATION PROFILE 12.0 - SPACE AND DIRECTION

STUDENT PROFILE________________ CLASS_______ DATE OF PRE-TEST_______ POST-TEST________ TEACHER________________

DIRECTIONAL CONCEPTS — EVALUATION : PART I

	VISUAL CLUE		VERBAL		READING	
CAN THE CHILD MOVE:	PRE	POST	PRE	POST	PRE	POST
FORWARD						
BACKWARD						
SIDEWARD						
STRAIGHT						
ZIG ZAG PATHWAY						
CIRCULAR "						
STAIRCASE "						
UP						
DOWN						
OVER						
UNDER						
ON TOP OF						
IN						
OUT						
AROUND						
BETWEEN						

NOTE: * YOU MAY WANT TO ADD ADDITIONAL DIRECTIONAL CONCEPTS.

SPATIAL CONCEPTS — EVALUATION : PART II

	VISUAL CLUE		VERBAL		READING	
CAN THE CHILD MOVE:	PRE	POST	PRE	POST	PRE	POST
UP						
DOWN						
SMALL						
LARGE						
THROUGH						
BETWEEN						
NEXT TO						
INSIDE						
OUTSIDE						
HIGH						
LOW						
MEDIUM						
FARTHEST						
NEAREST						
PERSONAL SPACE						
GENERAL SPACE						

*YOU MAY WANT TO ADD ADDITONAL SPATIAL CONCEPTS

DIRECTIONAL CONCEPTS

EVALUATION: PART III

Can the student travel:

1. Forward, straight, over,
2. under, around, sideward,
3. backward, circular, between
4. in, out, staircase pathway
5. up, down, zig-zag pathway
6. on top of, down, forward

Visual Clue (Mimetics)		Verbal		Reading	
Pre	Post	Pre	Post	Pre	Post

EXAMPLE: Can the student travel FORWARD on a STRAIGHT LINE and travel OVER the bench (line, bean bag, etc.).

EXPANSION: Can the student JUMP FORWARD into the BLUE CIRCLE, WALK on a STRAIGHT LINE to the RED CIRCLE and STAND OVER the YELLOW?

SPATIAL CONCEPTS

EVALUATION: PART IV

Can the student travel:

1. Nearest, between, next to
2. high, through, large
3. personal space, small, outside
4. up, down, inside
5. low, general space, farthest
6. medium, through, outside

Visual Clue (Mimetics)		Verbal		Reading	
Pre	Post	Pre	Post	Pre	Post

EXAMPLE: Can the student travel to the NEAREST wall, WALK BETWEEN the lines and STAND NEXT to the door.?

EXPANSION: Can the student SKIP to the NEAREST RED CIRCLE, RUN BETWEEN the YELLOW CONES and STAND NEXT TO the bowling pin NEAREST the door?

MOVEMENT PROBLEM: II. EXPLORING FORCE AND DISTANCE

13.0 / 13.2

SPACE - DIRECTION

LOCATION: GYMNASIUM

LEVEL: C - E

EQUIPMENT/MATERIALS: Jump Ropes - Tape Measure/Tape or Chalk Record Player and Album: "Moving" AR-546
Educational Activitites, P.O.Box 392, Freeport, LI, NY 11520

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 13, 2.1 Listen and follow directions. .2 Swing arms and other body parts forward and back. .3 Jump rope in personal space (and count). .4 Jump rope and travel in General space. .5 Jump forward, backward, sideward. .6 Perform standing broad jump. .7 Score the standing broad jump. .8 Work with a partner. TEACHER OBJECTIVE: To provide SPORTS ACTIVITIES focusing on space and direction.	A. WARM UPS: See FUNDAMENTAL MOVEMENTS on inside cover of album "Moving" and substitute "Swing" for specified body movements. B. MOVEMENT EDUCATION TECHNIQUE: "Today, we are going to explore the body movement called the SWING." .Can you walk to a personal space? "What are your arms doing as you walk?" Answer: SWINGING "You will see today that swinging body parts helps us do many activities." .Can you swing your arms forward and backward at a low level... medium level...high level? .Can you bend your knees while swinging? "I see some of you are swinging so hard that you	PROVIDE COMPARISON ACTIVITIES: .Walk without the use of arms. .Run without the use of arms. .Jump without the use of arms. DISTRIBUTE JUMP ROPES: *See Resources. Play music while jumping. .Can you jump rope once, 2, 3 etc., and count? .Can you travel while turning the rope? (forward,	1. Swinging is a pendulum, like motion where one end of the body or body part remains stationary or fixed while the other body parts are moving freely. 2. Focus on the quality of the swing as the students practice their skills. For example: .low level swings - "light easy swings." .medium level swings - "a little hardez" .high level swings - "hard and high." 3. Common Problems to Look for: .loss of balance. .poor rhythmic control. .lack of opposition concept. .inability to swing limbs (range of movement) in a variety of directions. .stiffness in the body .inability to isolate	1. Are the students listening and following directions? 2. Are the students achieving the behavorial objectives? 3. If not, what are you doing to assist in achieving objectives? 4. What other records can you utilize to provide warm-up activities? 5. Did you provide space on Bulletin Board to reinforce vocabulary words; highlight distances distances jumped by students? 6. Were you able to include change of levels, pathways, speed in your questions? 7. Did you move from group to group and provide individual assistance? 8. What did you do to help the these students who could not swing or jump rope?

MOVEMENT
PROBLEM: II. EXPLORING FORCE AND DISTANCE

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RESOURCES: *Color Film: Rope Skipping - Basic Steps - Martin Moyer Productions, 900 Federal Ave. Seattle, Wash.98102
*Dauer, Victor P. Dynamic Physical Education for Elementary School Children, Minn.;Burgess Publishing Co., Pages, 376-380. Special Olympics Instructional Manual, Joseph P. Kennedy Foundation, 1701 K St. N.W. Washington, DC 20006

LEVEL: C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
are making a circle in the air? .Can we all try making arm circles as if we were jumping rope? .Can you reverse the direction of the circle? (Backward to forward) .Can you travel forward...backward... sidewards without swinging your arms? .Can you jump forward using your arms? (Again, compare distances and discuss the use of arms and legs to increase distance.) .Can you find a partner and stand on a line? Practice broad jump with a partner. See Teacher Information for: Analysis, organization and scoring of standing broad jump. C. CHATTER TIME: Summarize activities.	backward, etc.) .Can you hop rope on one foot...other foot..right foot...left foot? .Can you skip rope? COLLECT ROPES C. ADDITIONAL EXPLORATIONS: .Alternate arm swings. .Alternate arm circles. .Swing leg forward and backward. .Swing **arm** and leg in opposition. .Change body levels...Speed of swing. (fast, moderate, slow) .Add a variety of equipment: For example: .Toss ball using variety of arm swings a) underhand b) overhand c) sidearm .Kicking ball using a variety of leg swings a) football punt (stationary) b) drop-kick c) soccer drive .Hang from a bar and swing forward and backwards.	body parts. .stiffness in knees when landing. 4. Analysis of Standing Broad-Jump: Starting Position: Student ready to jump with knees flexed, arms swinging forwards and backwards with a rhythmical motion. Take off: The jump is made with the arms swinging "hard" forward and upward leaving the floor from the balls of the feet and landing heels to toes. (smooth transfer of weight.) 5. Rules: Take-off from both feet and land on both feet from stationary position. Scoring: Measure the distance to the nearest inch from the take off line to the closest heel or body part. 6. Organization: Arrange jumping stations by taping take-off lines on the floor. Standing broad jump areas. can be set up in the classroom to practice for the Special Olympics.	9. Did you praise good work by students? 10. Are you keeping records of distances jumped? 11. Are you providing practice time? 12. Did the students enjoy this activity?

MOVEMENT PROBLEM: III. EXPLORING FORCE, DISTANCE AND SPEED	13.0 / 13. 3
	SPACE - DIRECTION
LOCATION: GYMNASIUM	LEVEL: C - E
EQUIPMENT/MATERIALS: Ropes, Hoops, Traffic Markers, Tape.	

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO 13 .3.1 Listen and follow directions. .2 Practice standing broad jump to increase distance. .3 Run and jump in a variety of directions. .4 Run and jump varying the quality of the landing position. .5 Perform the running broad jump. .6 Work with a partner. .7 Score the distance of the jump. TEACHER OBJECTIVE: To provide activities appropriate to the social level of the students.	A. WARM-UPS .jogging to music. .wind sprints.* B. Review "Standing Broad-jump" C. MOVEMENT EDUCATION TECHNIQUE: Running Broad Jump .Can you run and jump "quietly?" .Can you run and jump in another direction? (forward, sideward, backward, circular) .Can you run and jump over the lines on the floor? .Can you run and jump over the Traffic Markers on the floor? . Can you run and jump taking off from one foot and landing on two feet? ** D. Practice Running Broad-jump. *** See Teacher Information for analysis scoring and organization. E. CHATTER TIME	Activities that focus on Force, Distance and Direction: .run and jump heavily or loudly ...softly? Compare. .run and jump at different levels? .run and jump with stiff body? .run and jump with two body parts relaxed? .jump side to side over a rope? .jump the distance of the rope? PARTNER ACTIVITIES: .run and jump with a partner (leapfrog) .jump through a hoop held by partner. Additional Explorations: (Imagery) .jump over water. .jump over a man-hole cover.	1.Set up broad jump stations 2. A jog is a slow run. The feet action is heel to toe contact with the floor. Increase endurance by increasing number of repetions around gymnasium. Provide rest intervals. BUT DO NOT ALLOW STUDENTS TO LIE DOWN ON BACK. INSTRUCT STUDENTS TO SIT WITH KNEES BENT, FEET ON FLOOR. 3. *WIND SPRINTS: Establish the following 3 cues. 1) on your mark 2) get set 3) GO! ON YOUR MARK GET SET GO!	1. Are the students listening and following directions? 2. What other warm-up activities can you provide? 3. Can you correlate this activity to the core program? How? 4. Are you moving from group to group providing assistance? 5. What activities can you provide to assist pupils having difficulties? 6. What activities can you provide in the classroom to assist skill development? 7. Did the students increase their distance in the standing broad jump? 8. Can they run and jump in a variety of directions? 9. Are they able to run and jump maintaining good balance? 10. Are they able to step hurdle and land on two feet? 11. Are the distances for the running broad jump increasing?

MOVEMENT PROBLEM: III. EXPLORING FORCE, DISTANCE AND SPEED

RESOURCES: Special Olympics Instructional Manual; Washington, D. C.

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LEVEL: C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
	.jump over a fire hydrant. .jump over a fence (gate). .jump over a pipe. .jumping off a stoop. .jumping over a bannister .jumping over a see-saw. .jumping over cracks in cement. .jumping off a curb.	Continue using that pattern. If not, have students assume standing position and establish a cue, i.e. GO! Instruct students to move from the spot as quickly as possible. 4. **Step-Hurdle: One foot take-off landing on two feet. 5. *** Running Broad Jump Analysis Starting Position: Student runs with arms swinging forward and backward increasing speed. Take-Off: The toes of the take-off foot must contact the line in a natural stride. The swinging leg drives forward and upward for height. The heels land transferring the weight to the toes, body leaning forward. 6. Scoring: See #13.2 Teacher Information standing broad-jump for scoring. 7. Organization: Children work with a partner at each station. 8. Common Problems: a) Improper use of arms. b) Improper run. c) Visual focus difficulties. d) Balance e) Fear	12. Did you provide rest activities to avoid fatigue? 13. Did you provide a chatter time to summarize and reinforce concepts on direction, speed, pathways, etc.? 14. Did you feel comfortable teaching this lesson?

MOVEMENT PROBLEM: IV. MANIPULATING OBJECTS: FOCUS ON LEAD-UP ACTIVITIES FOR BOWLING

13.0 / 13.4

SPACE - DIRECTION

LEVEL: C - E

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: BALLS (Various Sizes) BOWLING PINS, TRAFFIC MARKERS RECORD PLAYER: ANY "FAVORITE" ALBUM

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 13.4.1 Listen and follow directions. .2 Bounce balls. .3 Roll balls to nearest target. .4 Roll balls to farthest target. .5 Work as a member of a team. .6 Roll ball through straddle target. .7 Play game with official rules. .8 Score game. TEACHER OBJECTIVE: To develop pre-bowling skills.	A. WARM-UPS .ORGANIZE TARGETS AROUND GYMNASIUM Instruct students to bounce balls around gymnasium to music and when music stops roll the ball to the nearest target...farthest target B. MOVEMENT EDUCATION ACTIVITIES: STRADDLE TARGET: Organize students into teams. (2 teams) OBJECT: Roll ball through both straddle targets and score one (1) point. The rolling team can roll for a long as they continually score. Each roll they miss, scores an out. Three (3) outs and sides retire the team with the most points wins.	EXPLORATORY ACTIVITIES: .How could you lie on the floor and roll the ball around your body? .Can you sit and roll the ball around you? .Can you roll the ball from side to side while sitting...faster...slower? .Can you roll the ball along the bench and catch it before it falls off? .Roll ball on different surfaces (mats, floor, maze of hula hoops, dirt surface, grass surface, over parachute and discuss action of the ball) .Roll ball up a slide, down a slide. Discuss action of the ball.	1. Targets can be made of milk cartons, clorox bottles, hula hoops placed against wall, Indian clubs, bowling pins, coffee cans, boxes, wastepaper baskets, etc. 2. Common Problems: .Incorrect transfer of weight. .Inability to grasp the ball or holding on to the wrong part of the ball. .Release (too high, too low, to one side, etc.) .No follow through. .Focus and concentration. 3. Insure each child success. This can be done by adjusting distances and size of the object to be rolled. 4. Develop a variety of targets by changing shapes, textures and colors. 5. Insist that the children count the number of objects knocked down ; or	1. Are the students listening and following directions? 2. Did you set-up the activity areas prior to students' arrival? 3. Are the students able to manipulate the objects with ease? 4. Are they comprehending concepts: nearest-farthest? 5. Are they able to work with a partner ...team? 6. Did you provide an element of success for each group of students playing straddle target? 7. Were you able to provide a variety of surfaces for the students to roll objects? 8. Were the students able to create their own games? 9. Are you able to provide a bowling area in your classroom? 10. Did the students have fun?

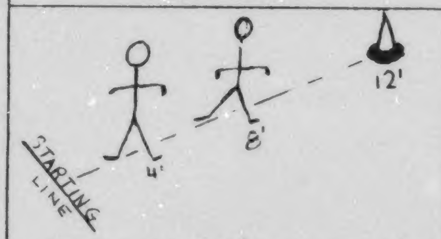
MOVEMENT
PROBLEM: IV. MANIPULATING OBJECTS: FOCUS ON LEAD - UP ACTIVITIES FOR BOWLING

RESOURCES:

Pg. 2 of 13.4 | ~~13.0~~ 13.4

LEVEL: C - E

ACTIVITIES



1st target stands 4' from starting line.
2nd target stands 8' from starting line.
Traffic markers 12' from starting line.

RULE: BALL MUST CLEARLY PASS THROUGH FEET OF BOTH TARGETS AND HIT TRAFFIC MARKERS FOR POINT

ADAPT DISTANCES AND NUMBER OF OBJECTS TO BE SUCCESSFUL FOR YOUR GROUP.

C. Bowling Skills: - Refer to No. 6 in the Teacher Information Column.

D. CHATTER TIME

VARIATIONS

. How can you roll the ping-pong ball (balloon) without using your body or body parts?

If your students are skilled, place bowling pin between marker.

TEACHER INFORMATION

note the color objects.

6. This is a lead-up to bowling. Simulate a bowling alley with bowling kit and have students practice. Refer to any physical education book for development of approach or call your local bowling proprietor and make arrangements for a workshop after school. Call the American Bowling Congress for bulletin board materials.
7. TEACHING CUE: To insure follow through say to students: "Reach out and get the feeling that you are going to grab the pin."
8. Develop a series of carnival games that could be incorporated into a CARNIVAL DAY: FUND RAISING THEME. Allow the students to create these games.

TEACHER-PUPIL EVALUATION

MOVEMENT PROBLEM: V. EXPLORATION OF AIR PATHWAYS THROUGH MANIPULATIVE ACTIVITIES

13.0 / 13.5

SPACE - DIRECTION

LEVEL: C - E

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: Balloons, Beachballs, Clothesline/Volleyball Net

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 13.5.1 Listen and follow directions. .2 Travel forward, backward, side, other side, right, left and keep balloon in the air. .3 Tap balloon up and count the taps. .4 Tap the balloon using a variety of body parts and body positions. .5 Work with a partner. .6 Volley object over the net. .7 Play a modified game of volleyball. TEACHER OBJECTIVE: To provide activities that would encourage manipulative tasks related to volleyball and can be translated to pre-vocational skills.	A. WARM-UPS: "KEEP IT UP" Distribute balloons to each student. .Can you travel forward while taping the balloon up...backwards...side...other side...right side...left side? GAMES How many times can you tap the ball without losing it? Count the taps! B. MOVEMENT EDUCATION TECHNIQUE: LEAD-UP TO VOLLEYBALL: .Can you tap the balloon up using only your fingertips? .Can you tap the balloon with your hands above your shoulders? .Can you tap the balloon up while your hands are above your head? .How high can you tap the balloon using fingertips...hands above shoulders...hands above head?	.Variations can be created by introducing change of level, speed, direction, pathways, body parts, etc.	1. Volleying is a form of striking which involves continuous receipt and propulsion. 2. Identify and praise team who wins and praise the other team for their performance. 3. Provide practice time for skill development. 4. Discuss flight of objects Balloon vs. Beachball; effects of force in using body parts and body positions. i.e. fist vs. fingertips. 5. Refer to Special Olympics Instructional Manual for additional volleyball activities, rules, etc. to assist you in developing a Volleyball Module. 6. Common Problems: .Visual focus .Spatial judgement .Reflex .Lack of follow-through .Inability to contact ball with both hands in specified direction.	1. Are the students listening and following directions? 2. Are the students able to travel and tap balloon? 3. Are the students able to count the number of taps? 4. Can they participate as a team member? 5. Are the students aware of personal space/general space in play? 6. In rope volleyball, can the students operate in space assigned to their team? 7. Are the students able to volley the ball over the rope (net)? 8. Are the students able to change their body position in spaces? 9. Were the students able to play a modified game of volleyball and keep score? 10. Did the students have fun?

MOVEMENT
PROBLEM: V. EXPLORATION OF AIR PATHWAYS THROUGH MANIPULATIVE ACTIVITIES

Pg. 2 of 13.5 | 13.0 / 13.5

RESOURCES: SPECIAL OLYMPICS INSTRUCTIONAL MANUAL...FROM BEGINNERS TO CHAMPIONS, J.P. KENNEDY FOUNDATION
1701 K STREET, N.W. WASHINGTON,DC 20006 Pg. 97 Volleyball Section

LEVEL: C -- E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
PARTNERS: Can you tap the beachball to your partner? Who can keep their beachball up off the floor the longest? Can you tap the beachball to your partner using only your right hand ...left hand...back of hand...palm of hands...fists, etc. Repeat partner activities focusing on personal space/general space. 0 0 0 0 ---- 0 0 0 0 ---- FORMATION 7' 6" * X X X X ---- X X X X ---- FORMATION * STRING ROPE/OR VOLLEYBALL NET ACROSS AREA. C. MODIFIED VOLLEYBALL GAME Organize **class** into two teams and play modified volleyball game. D. CHATTER TIME	INTRODUCE: One (1) Beachball/One(1) Balloon per set of partners. CHANGE LEVELS: Kneeling, sitting, lying on back. Vary positions of partners. (i.e. Partner #1 Standing, Partner #2 Lying on back)	7. A rope was suggested for accomodating a modified game because some schools do not have volleyball nets. If you have appropriate equipment, use immediately.	

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MOVEMENT
PROBLEM: VI. MANIPULATING OBJECTS WITH FEET: LEAD - UP TO SOCCER

13.0
13.6

SPACE - DIRECTION

LEVEL: C - E

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: YARNBALLS; AN ASSORTMENT OF BALLS; TRAFFIC MARKERS (CLOROX BOTTLES, MILK CONTAINERS)

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 13.6.1 Listen and follow directions. .2 Dribble a ball in the following directions: Forward, backward, right side, left side. .3 Dribble a ball combining directions. i.e. Forward and sideward. .4 Change body direction and ball direction. .5 Work with a partner. .6 Kick ball to partner. .7 Stop/control ball before kicking. .8 Head volley. .9 Dribble and pass to partner. .10 Shoot for goal. TEACHER OBJECTIVE: To provide activities that would encourage manipulative task related to the game of soccer.	A. WARM - UPS B. MOVEMENT EDUCATION TECHNIQUE: "This week we are going to explore space and direction while learning to play soccer." .Can you get a yarnball and find a space on the floor? .Can you put the yarnball on the floor in front of you? .Can you tap the ball in a forward direction...backward direction...to the right side...to the left side? "THIS IS CALLED THE DRIBBLE." .Can you change your direction and the direction of the ball as you move? -Scatter Traffic Markers .Can you dribble through the markers and change directions when I clap?	.Can you travel faster and still control the ball? .Can you dribble only using the right foot...left foot...right than left?	1. Soccer Skills: .Dribble/Dribbling: is used to move the ball. It is a series of short taps (using feet) to cover distance and still maintain control. The inside and the outside of the foot can be used. 2. Trapping: Sole foot trap: stop rolling ball by putting sole of foot on ball and holding it. 3. See Resources for Soccer skills, drills, modified game activities, rules of game etc. to continue developing activities. 4. Discuss in classroom rolling in relationship to surface of object and contact surfaces. Set up experiments. i.e. Roll yarnball on rug and compare with rolling on floor.	1. Are the students listening and following directions? 2. Are the students able to control the ball in specific directions? 3. Can they combine directions to cover ground? 4. Are they kicking the ball with different parts of their feet? 5. Can they change speed; pathways? 6. Are the students avoiding collisions? 7. Are they stopping the ball before redirecting it? 8. Are they aligning their body to meet the oncoming ball? 9. Are the students maintaining balance as they dribble and drive? 10. Are they focusing on the ball? 11. Did you provide rest periods to avoid fatigue? 12. Did they enjoy this activity?

MOVEMENT PROBLEM: VI. MANIPULATING OBJECTS WITH FEET: LEAD - UP TO SOCCER

RESOURCES: 1) Physical Education for Boys, Grades 7-12, Chapter IV, pg. 84 - N.Y.C. Board of Education Curriculum Bulletin - 1963-64 Series No. 9 - 2) Dauer, Victor, DYNAMIC PHYSICAL EDUCATION FOR ELEMENTARY SCHOOL CHILDREN, Chapter 26 - Soccer. 3) New York Cosmo Film on Soccer

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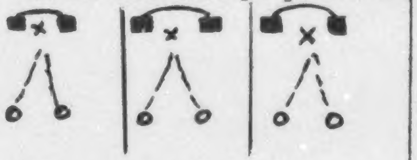
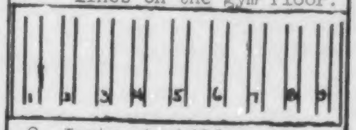
LEVEL: C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
PARTNERS: (DRIVE) .Can you and your partner kick (drive) the ball back and forth to each other and control it? "Remember, you can stop the ball with any body part except your hands and arms." PARTNERS: .Use beachballs for "Head Volley-ing." Partner tosses ball high in the air to allow for "heading" (tapping). MODIFIED GAME: Divide class into groups of three  OBJECT: To shoot for goal. Two players dribble and pass ball to each other and try to score. Goalie defends goal - kicking ball out of goal area. C. CHATTER TIME	DRIVE: Increase the distance of the kick in the drill, start with five (5) feet. Develop an obstacle course and have children dribble demonstrating good control. (Free Exploration)	5. Contact a Soccer Club i.e. N.Y. Cosmos to speak at assembly program and possibly provide a workshop. 6. Call for complimentary tickets to a game or schedule a visit to their practice (scrimmage) sessions. 7. Have children develop a a bulletin board focusing on sports activities. Soccer is an emerging team sport in America today. Their is a great deal of publicity. (see newspapers) 8. Common Problems: Dribble and Drive .Failure to hit ball, (eyes not focused) squarely in center, or below center. .Balance (arms should be out to the side) .Inability to change speed or direction. .Inability to dribble or kick with either foot. .No follow through on drive. .Too much follow through on dribble. .Inability to stop ball (control)	

MOVEMENT PROBLEM:	VII. RHYTHMICAL MOVEMENT PATTERNS (MARCHING)
	13.0 / 13.7
	SPACE - DIRECTION
LOCATION:	GYMNASIUM
	LEVEL: C - E
EQUIPMENT/MATERIALS:	CLOROX BOTTLES / PARACHUTE/DRUM
RECORD PLAYER:	SEE RESOURCES

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 13.7.1 Listen and follow directions. .2 Mark time starting with right foot. .3 March forward 8 counts .4 March backward 8 counts. .5 March sidewards right 8 counts. .6 March sideward left 8 counts. .7 Complete a quarter turn right and left. .8 Complete a half turn right and left. .9 Complete a three-quarter turn right and left. .10 Complete a full turn right and left. .11 Perform a parachute marching routine. .12 Work as a member of a team. TEACHER OBJECTIVE: To provide rhythmic patterns that students can reproduce and respond to simultaneously.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE: "This week we are going to explore space and direction by MARCHING." "When the music starts, can you Mark Time starting with the right foot?" (in place) .Can you march forward 8 counts...backward 8 counts...sidewards right 8 counts... sidewards left 8 counts? .Can you march a $\frac{1}{4}$ turn 4 counts to the right.. $\frac{1}{2}$ turn 4 counts...3/4 turn 4 counts...full turn? Repeat to the left? C. MARCH ROUTINE .Mark Time 8 counts. .Forward 8 counts. .Backward 8 counts. .Mark Time 8 counts. .Sidewards to the right 8 counts. .Clap hands 8 counts.	B. MOVEMENT EDUCATION TECHNIQUE: . Mark Time starting with the left foot. .Vary Pathways for Marching: ..Zig-Zag Pathway ..Staircase ..Oblique ..Etc. .Vary files, lines, columns. C. Provide time for students to develop their own routines.	1. Establish pathways using clorox bottles, traffic markers or by taping lines on the gym floor.  2. Instruct children to Mark Time (marching in-place) to a drumbeat before using record albums. 3. Have children listen to music before marching. 4. Refer to Curriculum Bulletin for Marching patterns. See Resources. 5. Stress body posture in Marching. Body straight and tall, eyes forward. 6. Develop Bulletin Board of pictures of Marching Bands, Armed Forces, etc. 7. This activity can be presented as an assembly program, parents night, etc.	1. Are the students listening and following directions? 2. Can the students "Mark Time?" 3. Can they march forward, backward, sideward, etc.? 4. Are they able to maintain spacing in files.., columns? 5. Are the students able to remember sequences of the routines? 6. Are the students marching within the boundary lines? 7. Can the students march with classmates in a straight line? 8. Can the students change their position in space in relationship to other lines, files or groups? 9. Can the students perform the $\frac{1}{4}$ turn...$\frac{1}{2}$ turn... 3/4 turn...full turn? 10. Are the students marching rhythmically to drum beat and/or music? 11. Are they having a good time?

MOVEMENT PROBLEM: VII. RHYTHMICAL MOVEMENT PATTERNS (MARCHING)

RESOURCES: Album: Mod Marches-EA 527, Kimbo Records, Box 246, Deal, N.J. 07723, Album: Folk Song Carnival, EA 524, Kimbo Records, Box 246, Deal, N.J. 07723, Physical Activities for Elementary School, NYC Bd. of Education Curriculum Bulletin #9, 1956-7 Series, Section 5- Athletics and Games Pg. 213

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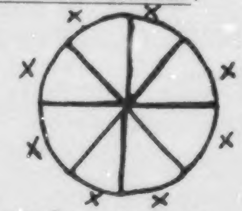
LEVEL: C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
.Sidewards to the left 8 counts. .Mark time 8 counts .Halt		This is an excellent culminating activity.	
D. PARACHUTE MARCHING:  .March 8 to the right. .March 8 to the left. .Mark Time 8 counts. .March forward 4. .March backward 4. See Parachute Activities Level: A-B-D	D. Provide time for children to develop their own marching routines with parachutes.		
D. CHATTER TIME			

MOVEMENT PROBLEM: VIII. EXAMINE SPACE AND DIRECTION WHILE MANIPULATING OBJECTS (AN INTRODUCTION TO BASKETBALL)

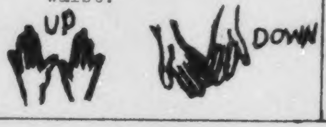
13.0 / 13.8

SPACE - DIRECTION

LEVEL: C - E

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: BALLS (ASSORTED SIZES)

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 13.8.1 Listen and follow directions. .2 Bounce and catch ball. .3 Bounce ball from one hand to the other. .4 Dribble ball forward. .5 Dribble ball backward. .6 Dribble ball right side. .7 Dribble ball left side. .8 Dribble ball around body while stationary .9 Dribble ball around circle. .10 Dribble ball on a straight line. 11 Dribble through a maze of objects without touching them. .12 Control ball while dribbling. .13 Work with a partner. .14 Pass ball to partner. .15 Catch ball. .16 Bounce pass. .17 Toss ball high, low chest high.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE: .Can you toss ball up and catch it? .How high can you toss it and still catch it? .How many directions can you toss it in and catch it without colliding? .Can you hold the ball waist high...head high...chest high? .Can you bounce the ball keeping it waist high? .Can you bounce the ball from one hand to the other (side to side)? .Can you dribble the ball forward...backward...sidewards to the right...sidewards to the left? .Can you dribble a circle around you? .Can you dribble the ball around a circle? .Can you bounce the ball through your legs and catch it?	Standing...Kneeling...Sitting? To this music...Drum beat...Clap? Can you use the ball like a drum and tap to the music? Dribble forward and backward from one hand to the other.	1. Every student should have their own ball. 2. Exchange frequently so that students can experience various size balls. 3. Provide sufficient time so students can develop skill and feel success. 4. A dribble is a continous series of bounces. 5. Common Problems: Dribbling .slapping at the ball. .unable to focus on ball. .not enough force given to ball. .eye-hand coordination skills poor. 6. Catching .Stress thumbs together if ball is chest high or higher. .Stress the putting together of pinkie fingers for balls falling below waist.  	1. Are the students listening and following directions? 2. Are the students able to control the ball while dribbling in a variety of directions? 3. Are the students able to manipulate the ball without colliding into classmates or objects? 4. Can they control their passes to partners? (and catch?) 5. Are they able to change directions of their passes? 6. Did you provide sufficient time to practice their skills? 7. Do they need constant supervision or can the groups participate without "horseplay"? 8. Can they pass accurately to a moving target? 9. Are the students using their space wisely? 10. Are the students eyes following the ball? 11. Did the students have a

MOVEMENT
PROBLEM: VIII. EXAMINE SPACE AND DIRECTION WHILE MANIPULATING OBJECTS (AN INTRODUCTION TO BASKETBALL)

Pg. 2 of 13.8

13.0 / 13.8

RESOURCES: Physical Education for Boys, New York City Board of Education Curriculum Bulletin #9
1963-64 Series, Technique and the Game of Basketball, Chaper II, Page 22

LEVEL: C - E

RECOMMENDED BEHAVIORAL OBJECTIVES THE STUDENT SHOULD BE ABLE TO:	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
13.8.18 Throw to a moving object. TEACHER OBJECTIVE: To provide manipulative activities to reinforce concept of space and direction.	.Can you dribble the ball on a straight line? C. Establish a maze of objects that children can dribble around. .How quickly can you change direction of your ball? D. PARTNER PLAY: .Can you find a partner and put one ball back? .Can you find space for the two (2) of you? .How can you pass the ball back and forth? .Can you bounce the ball to your partner? .Can you pass it high... low...chest high? .Can you with your back to your partner pass the ball between your legs.. side...other side? .While your partner is running a straight pathway away from you, can you pass the ball to him...Zig-Zag... Circular?	C. Students can be used as objects in the maze. Vary the distances of the passes!!! .Can you and your partner pass the ball back and forth while moving forward? .Can you do the same thing while he is travelling backward? .Can you look in one direction and pass to another?	.Fingers point up or down and away from the ball to avoid injury. 7. Common Problems: Catching: .inability to adjust hand position to the level of the ball. .not focusing on ball. .closing hands too early or too late. .inability to keep body in line with ball. .fear of oncoming object 8. This is an introductory lesson to a Basketball unit. See Resources to continue unit.	good time? 12. Did you provide rest periods to avoid fatigue? 13. Was there a chatter time?

MOVEMENT
PROBLEM: IX. MOVING AN OBJECT WITH ANOTHER OBJECT (FLOOR HOCKEY LEAD-UPS)

13.0 / 13.9

SPACE - DIRECTIONS

LEVEL: C - E

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: FLOOR HOCKEY EQUIPMENT/STOP WATCH/TRAFFIC MARKERS/YARN BALLS (SPONGE BALLS)

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 13.9.1 Listen and follow directions. .2 Walk and stop on command. .3 Run and stop on command. .4 Hold hockey stick at waist level and run. .5 Change directions while running and carrying hockey stick waist level. .6 Run and carry hockey stick just above floor level. .7 Stop on command. .8 Dribble the yarn ball .9 Drive yarn ball to partner. .10 Dribble and drive. .11 Dribble and drive to a partner. .12 Shoot for goal. .13 Defend goal. TEACHER OBJECTIVE: To introduce an activity to enhance gross motor skills and provide a new social direction for after school fun and competition.	A. WARM - UPS: SIMPLE RUNNING DRILLS 1. Walk around gym 30 seconds/STOP 2. Run around gym 30 seconds/STOP - On clap-change direction- 3. Walk faster 30 seconds/STOP 4. Run faster 30 seconds/STOP -WITHOUT COLLISION- 5. Increase time sprints. B. MOVEMENT EDUCATION TECHNIQUE: Without Colliding- .Can you travel around the gymnasium carrying the hockey stick waist high? .Can your travel forward (backward) carrying your stick and when I clap put your stick to the floor? .Can you travel forward carrying your stick a little bit above the floor? When I clap change direction?	HOCKEY IS A RUNNING GAME. PLAN TO PROVIDE SUFFICIENT WARM-UP RUNNING ACTIVITIES TO AVOID INJURIES. .When I clap, can you change direction?	1. Floor hockey is a running game. Prepare each student to avoid injury. 2. The Grip: Stick is held in two hands. The left hand is at the top of the handle, the right is held 14"-16" down the handle. The back of the top hand is facing forward and the palm of the right hand is facing forward. Make sure it is comfortable. The stick is an extension of the hand. 3. Each student should have his own yarnball/spongeball. 4. Stress the AVOIDANCE OF COLLISIONS. 5. Allow practice time to develop skills. 6. The dribble is a series of short taps using good control. 7. A drive is a hard shot at goal or a long pass. 8. Common Problems:(dribble) .not carrying stick low enough. .eyes not focusing on	1. Are the students listening and following directions? 2. Are the students warming-up sufficiently? 3. Are you providing training to increase their endurance? 4. Are they travelling in space without collision? 5. Are the students able to change directions on cue? 6. Are the students able to run, stop and maintain balance? 7. Do the students see the similarities of floor hockey to other sports activities? 8. Can the students dribble and control yarn ball? 9. Can the students drive with accuracy? 10. Can the students combine the dribble and drive with ease? 11. Can they work together as a part of a team? 12. Are the students able to defend the goal?

MOVEMENT
PROBLEM: IX. MOVING AN OBJECT WITH ANOTHER OBJECT (FLOOR HOCKEY LEAD-UPS)

RESOURCES: Crystal, Doreen, Floor Hockey, Sports, Fitness and Recreation, National Institute on Mental Retardation, - 4700 Keele St., Downsview, Ontario, Canada

Floor Hockey Training Film also can be purchased for $66.00 and is available on Loan, film was designed to compliment the above manual.

Pg. 2 of 13.9

13.0 / 13.9

LEVEL: C-E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
DISTRIBUTE YARN BALLS: .Can you tap your yarn balls forward ...backward with control? (this is called a dribble.) .Can you find a partner and pass the yarn ball back and forth to one another? (Stop the yarn ball before passing to insure good control.) .While travelling forward, can you and your partner pass the yarn ball back and forth?	.Vary the distance.	yarnball (object). .poor eye-hand coordination. .inability to run. .inability to chase yarn ball. (object) .fatigue. Common Problems: Drive .staying too close to yarn ball. (object) (poor body positions in relation to object) .not hitting the ball just below center. .inability to combine dribble and drive.	13. Are the students enjoying the lesson? 14. Are the students playing hockey after school with friends etc.? Begin post-testing. Refer to pre-test.
SET-UP TRAFFIC MARKERS AS GOALS: .While passing the yarn ball back and forth can you shoot for goal?			
Divide class into groups of threes. Assign a goalie whose job is to protect goal. Have two pass ball back and forth and try to shoot for goal. Goalie may stop yarnball with hands, feet or stick. Change places.	.Use official hockey ball/pucks.	9. Floor Hockey is a Special Olympic event. Contact Special Olympics Coordinator for information on Tournaments for boys and girls. 10. This is an excellent after school activity that can be played indoors/outdoors. 11. Refer to resources to further develop this unit.	
C. CHATTER TIME			

SUGGESTED BIBLIOGRAPHY: SPACE AND DIRECTION

1. Cratty, Bryant J. LEARNING AND PLAYING- 50 VIGOROUS ACTIVITIES FOR THE ATYPICAL CHILD. Freeport, Long Island: Educational Activities, Inc. Card File.

2. Glass, Henry. EXPLORING MOVEMENT. Deal, New Jersey: Kimbo. "How to Use the Pla-Tube Focusing on Space and Direction", pp. 1-67.

3. Hackett, Layne C. and Robert G. Jansen. A GUIDE TO MOVEMENT EXPLORATION. Palo Alto, California: Peek Publications, 1966. Chapters I - V pp. 1-67.

4. Kirchner, Glenn, Jean Cunningham, Eileen Warrell. INTRODUCTION TO MOVEMENT EDUCATION. Dubuque, Iowa: William C. Brown and Co., 1970. Part II, Theme 3, pp. 93-118. Part III, Theme 4, pp. 118-186.

5. Lerch, Harold A., Becker, John E., Ward, Bonnie M., Nelson, Judith A. PERCEPTUAL- MOTOR LEARNING. Palo Alto, California: Peek Publications, 1974. Chapter II, Space and Direction Developmental Activities, pp. 132-135.

MOVEMENT PROBLEM: I. PRE-TEST: BALANCE

14.0 / 14.1

BALANCE

LEVEL: A - B - D

LOCATION: GYMNASIUM/CLASSROOM

EQUIPMENT/MATERIALS: FLOOR TAPE 2" WIDE, 8" UTILITY BALL, LOW BALANCE BEAM, BEAN BAGS, STOPWATCH, CHECK LIST

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	TEACHER INFORMATION	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 14.1.1 Listen and follow directions. .2 Work independently. .3 Perform items on balance test. TEACHER OBJECTIVE: To administer balance test to evaluate student needs and establish baseline performance.	A. WARM-UPS B. Testing for Static Balance Item 1-10 see description of test. C. Testing for Dynamic Balance Item 1-10 see description of test.	1. Balance: The ability to maintain equilibrium while participating in locomotor and non-locomotor activities. a. Static Balance: involves non-locomotor movements. b. Dynamic Balance: involves locomotor movements 2. Establish a conducive atmosphere for testing. 3. Cut out large, colorful circles and secure to the wall at the testing site at eye level. (This will establish an eye contact point and will assist the child.) 4. Demonstrate each item on the test. Have each child perform each item. Record performance. 5. Praise children and provide words of encouragement. 6. Spot children where necessary. For example: balance beam. 7. Do not allow children to say:	"I can't" (Assist them through each task.) Concentrate on the "I can." 8. This test may require two (2) full classroom periods. 9. Test absentee pupils. 10. If you must vary an activity, note so that pre and post testing remains constant. COMMENTARY: The ability to balance is essential in all locomotor and non-locomotor activities. When a child has achieved good balance, his body can act in an integrated manner which will allow him to concentrate on the intellectual, abstract and other kinds of activities.	1. Are the children listening and following directions? 2. Is the pre-test valuable for establishing baseline performance? 3. Is the checklist adequate? 4. Are the children motivated to obtain success and experience a sense of achievement? 5. Did you familiarize yourself with the items prior to the testing of the children? Were you able to practice the items? 6. Is this test appropriate to the level of children in your class? If not, why? 7. Is the format of the checklist appropriate? If not, what recommendations could you make?

BALANCE PRE/POST TEST ITEMS

A. TESTING FOR STATIC BALANCE

ITEM I. .Can you balance on right (left) foot, hands at sides for six (6) seconds?

ITEM II. .Can you balance on right (left) foot, arms folded across chest for six (6) seconds?

ITEM III. .Can you balance on right foot with arms at 3 o'clock position for six (6) seconds...left foot with arms at 9 o'clock position for six (6) seconds?

ITEM IV. .Can you balance on toes and ball of the right foot with arms at 3 o'clock position for six (6) seconds...on toes and ball of left foot at 9 o'clock position for six (6) seconds?

ITEM V. .Can you sit, legs straight out, arms folded across chest, for six (6) seconds?

ITEM VI. .Can you balance on your right side, for six (6) seconds... the left side for six (6) seconds?

ITEM VII. .Can you balance on your hands and knees for six (6) seconds?

ITEM VIII. .Can you balance on your right hand and left knee for six seconds...left hand and right knee...right hand and right knee...left hand and left knee?

ITEM IX. .Can you balance on your right hand and left foot for six (6) seconds...left hand and right foot...right hand and right foot...left hand and left foot?

ITEM X. .REPEAT 1-9 with EYES CLOSED.

B. TESTING FOR DYNAMIC BALANCE

-Using 2" floor tape, tape 10' lines-

ITEM I. .Can you walk on the line placing your heel of one foot to the toes of the other?

ITEM II. .Can you walk forward...sidewards...backwards on the line?

ITEM III. .Can you dribble (bounce) the ball while walking the line?

ITEM IV. .Can you walk forward...sidewards...backward on the low balance beam?

ITEM V. .Can you walk forward...sidewards...backward over the three (3) bean bags on the balance beam?

ITEM VI. .Can you dribble (bounce) the ball while walking the balance beam?

ITEM VII. .Can you walk forward on the beam balancing the bean bag on your head?

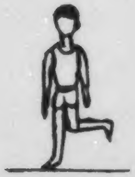
ITEM VIII. .Can you walk to the middle of the beam, pick up the bean bag and continue walking to the end?

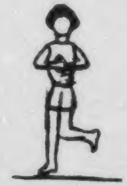
ITEM IX. .Can you walk to the middle of the beam, stoop and pick up the bean bag on the floor and return to the end?

ITEM X. .Can you walk forward to the middle, make a half (½) turn and continue walking backwards to the end of the beam?

SEE ILLUSTRATIONS ON NEXT PAGE

A. STATIC BALANCE ILLUSTRATIONS.


ITEM I. RIGHT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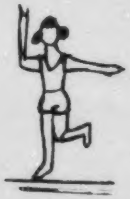
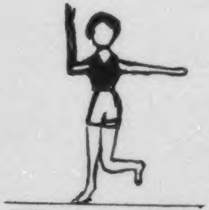
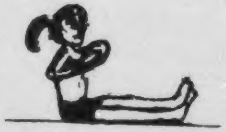
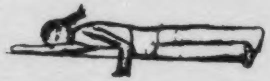
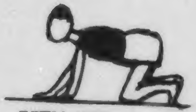
RIGHT

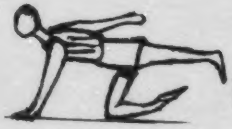

ITEM III.
3 o'clock position

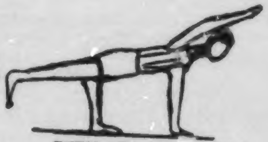

ITEM IV. BALANCE
ON TOE AND BALL
OF RIGHT FOOT
ARMS IN 3 o'clock
POSITION


ITEM V. SIT
LEGS STRAIGHT OUT
ARMS FOLDED ACROSS
CHEST.

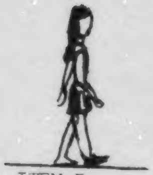

ITEM VI.
BALANCE ON RIGHT
SIDE.


ITEM VII.
BALANCE ON HANDS
AND KNEES


ITEM VIII. BALANCE
ON RIGHT HAND AND
LEFT KNEE


ITEM IX. BALANCE
ON RIGHT HAND AND
LEFT FOOT.

B. DYNAMIC BALANCE ILLUSTRATIONS.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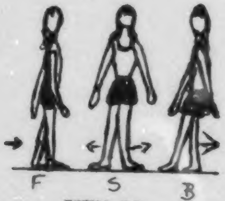

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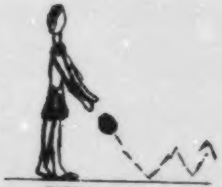
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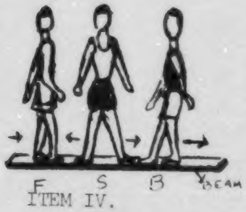

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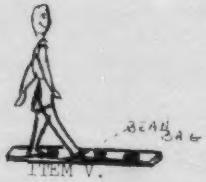

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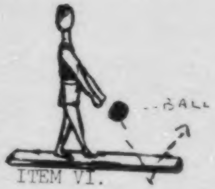

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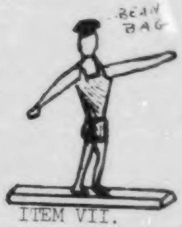

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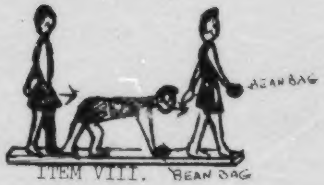
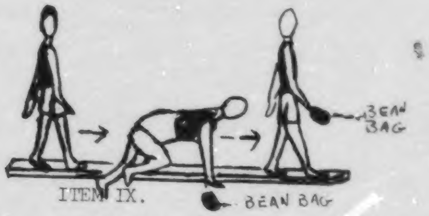

BEAN BAG
BEAN BAG
ITEM VIII.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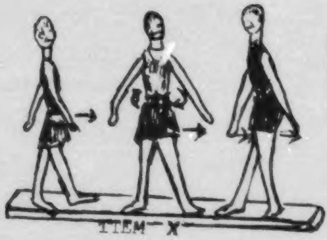
ITEM IX.


ITEM X

Pre/Post Test Items
Level A-B-D
14.1

EVALUATION - MODULE 14.0 BALANCE LEVEL ALL LEVELS

PRE/POST TEST

SCHOOL________________ CLASS______________ DATE__________________________ TEACHER_____________________________

PROCEDURES FOR COMPLETING THE PROFILE

1. Fill in the above information. Below print name at the left, last name first in alphabetical order.
2. Administer test items and check (✓) those items that children have completed. Continue until you have completed all the items in the activities column for each child.
   SPECIAL NOTE: If the child cannot perform the task completely, DO NOT (✓) BOX.

STATIC BALANCE

			1		2		3		4		5		6		7		8		9		10-1		10-2		10-3		10-4		10-5		10-6		10-7		10-8		10-9	
TEST	DATE	NAMES	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L
■																																						
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DYNAMIC BALANCE

			1	2			3	4			5			6	7	8	9
TEST	DATE	NAMES		F	S	B		F	S	B	F	S	B				
■																	
■																	
■																	
■																	

R RIGHT SIDE
L LEFT SIDE
F FORWARD
S SIDEWARDS
B BACKWARDS

TEST ■ PRE TEST □ POST TEST

MOVEMENT PROBLEM: II. EXPLORE A VARIETY OF BALANCED POSITIONS

14.0 / 14.2

BALANCE

LEVEL: A-B-D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: "A SOOTHING ALBUM". RECORD PLAYER

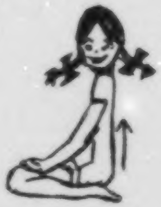
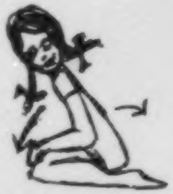
RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 14.2 .1 Listen and follow directions. .2 Travel and stop on cue in specified balanced positions. .3 Balance body and parts in static positions. TEACHER OBJECTIVE: To provide a variety of activities focusing on static balance.	A. WARM - UPS B. MOVEMENT EDUCATION TECHNIQUE: .When I say go, can you travel around the room and when I clap, can you stop without moving? .AS ABOVE BUT STOP WITH .Feet together? .One foot in front of the other? .Ankles crossed? .Balance on toes? .Balance on heels? .Balance on 3 (4-5-6) body parts? C. LEAD-UPS TO YOGA FOR CHILDREN: .Can you kneel and sit with your legs behind you? .Can you sit up very, very straight and tall? (Figure 1) .Can you hold that position for 3 seconds without losing your balance(1-2-3) and relax?	B. VARY LOCOMOTOR MOVEMENTS: Running, Skipping, Galloping, Sliding, etc. VARY LEVELS: HIGH, MEDIUM, LOW For example: "This time let's change our level when I clap." VARY SPEED: FAST, MEDIUM, LOW For example: "This time can we travel quickly to a new spot." ...how slowly? C. Repeat several times.	1. Observe body positions when the children stop. 2. Are other body parts in in a position to help them hold their balance? 3. Encourage children to change directions and effectively use space available. 4. YOGA EXERCISES: Figure 1: Head and neck in a straight line, stomach pulled in. Figure 2: Head is an extension of neck and should not move separately. Say to class: Imagine that the head is attached to the ceiling by a piece of rope.	1. Are the children listening and following directions? 2. Are they able to travel through space without collision? 3. Are the children able to stop on cue? 4. Are they stopping in balanced positions? 5. Can the children assume the static positions? i.e. Sitting on heels etc. 6. Are they able to move the trunk in one smooth movement using the spine to bring them forward or backward? 7. Did the children have a good time? 8. Was the music appropriate for the activity?

MOVEMENT PROBLEM: II. EXPLORE A VARIETY OF BALANCED POSITIONS

Pg. 2 of 14.2 | 14.0 / 142

RESOURCES: Haney, Erene and Richards, Ruth, Yoga for Children, N.Y.: The Bobbs Merrill Co., Inc. 1973

LEVEL: A-B-D

ACTIVITIES	ACTIVITIES	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
Figure 1  Can you bend forward keeping your body straight 4 counts and return 4 counts? Figure 2  .Repeat several times. Have children stand and shake legs and arms. "Quietly, let's imagine that we are ducks resting in the water after a long flight. We have become very hungry, which means that it's time to go fishing. We must be very quiet so we don't disturb the fish."	.Can you sit on your heels and hold your feet? .Can you bend slowly forward putting your forehead on the floor close to your knees? .Can you quickly sit-up without losing your balance? Repeat several times. D. CHATTER TIME		

MOVEMENT PROBLEM: III. EXPLORING BALANCE THROUGH GAMES

14.0 / 14. 3

BALANCE

LEVEL: A-B-D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: SCOOPS, YARN BALL, BEAN BAG, BALLOON - ONE PER CHILD

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	ACTIVITIES	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 14. 3.1 Listen and follow directions. .2 Balance on one foot. .3 Balance and hop on one foot. 4 Play game "Rooster Fight." 5 Play game "Body Part Balance Tag." .6 Play game "Scoop It Up." TEACHER OBJECTIVE: To provide activities where the children can compete against themselves and others.	A. WARM - UPS B. MOVEMENT EDUCATION TECHNIQUE: GAME: "ROOSTER FIGHT" Divide class into small groups (no more than 4). Instruct children to stand on one foot holding the other in hand. The object of the game is to make other players in the group lose their balance. If the suspended foot touches the floor or loses grip on stationary foot, he is disqualified. The last person in each group in the Rooster position is the winner. The winner from each group can be matched and a final winner can be determined. GAME: "BODY PART BALANCE TAG" Designate "IT" and scatter others throughout floor. Specify	safety zones: For example: Player cannot be tagged if he is balanced on 3 body parts (1-2-3-4-etc.) GAME: "SCOOP IT UP" 1. Distribute scoop to each child. 2. Set up stations on floor placing yarn ball, bean bag, balloon (substitute equipment if you do not have those specified). OBJECT: Hop to first item, "Scoop It Up," change foot and hop back leaving item at home. Hop to second item, etc. The first child to complete the tasks and crosses the finish line is the winner. C. CHATTER TIME	1. Teacher Made Scoops: See illustration This is a good classroom project. 2. Avoid fatigue by varying the tempo of the activity. 3. Allow enough room for each child to particpate in the game "Scoop it up." 4. Be aware of size, height and weight factors for the game "Rooster Fight" and adjust. This is a good object lesson. Be prepared to stop activity for any reason such as fatigue, "bullying," etc. 5. Officiate the games. 6. This lesson can be developed into a movement education lesson or can be teacher directed. 7. Resource: AAHPER, Physical Activities for the Mentally Retarded - Ideas for Instruction, 1201 16 St.N.W. Wash. DC 20036	1. Are the children listening and following directions? 2. Do the children accept the challenge of the game? 3. Are the children handling their bodies smoothly? 4. Is balance development becoming evident? 5. Are the children balancing for longer periods of time? 6. Are the children safety conscious? 7. Are the children able to handle the clorox bottle? 8. Are the children able to travel and scoop up a stationary object? 9. Do the children understand the rules of the game? 10. Are the children able to abide by the rules of "fair play?" 11. Did the children have fun?

MOVEMENT PROBLEM: IV. EXPLORE BALANCE IN FLIGHT

14.0 / 14.4

BALANCE

LOCATION: GYMNASIUM

LEVEL: A-B-D

EQUIPMENT/MATERIALS: TIRES

RECOMMENDED BEHAVIORAL OBJECTIVES

THE CHILD SHOULD BE ABLE TO:

14.4.1 Listen and follow directions.
.2 Jump up and down without losing balance.
.3 Jump around a circle.
.4 Jump and touch knees.
.5 Jump and touch toes.
.6 Jump and clap.
.7 Jump on a tire.
.8 Jump around a tire.
.9 Jump off a tire.
.10 Jump on a tire in a straddle position.
.11 Perform jumping jacks
.12 Balance tire on edges
.13 Roll tire to assigned place.

TEACHER OBJECTIVE:
To provide problem solving activities focusing on balance in flight.

ACTIVITIES

A. WARM-UPS

B. MOVEMENT EDUCATION TECHNIQUE: (ON FLOOR)
.Can you bounce up and down on your personal spot?
.Can you bounce in a circle?
.Can you jump and touch your knees...touch your toes?
.Can you jump and clap?

C. SET UP TIRES ON GYMNASIUM FLOOR - ONE (1) PER CHILD
Without losing your balance,
.Can you jump up and down?
.Can you jump around the tire...jump the other way?
.Can you jump and touch your knees...touch your toes?
.Can you jump and clap?
.Can you jump off the tire...jump on the tire...jump into the center of the tire...jump out of the tire?
.How few body parts can you balance over the tire?

D. COLLECTION OF TIRES
.Can you balance the tire on its edges?
.Can you roll the tire into the closet?

E. CHATTER TIME

VARIATIONS
.On how many different levels can you travel around the tire?
.Can you make a bridge over the tire?
.Can you jump on the tire, in the tire and off the tire?
.Can you straddle the hole and jump up and down?
.Straddling the hole can you do a jumping jack?
.Can you do 2-3-4 etc.?
.Can you travel around the tire in this position? (Jumping Jack)

TEACHER INFORMATION

1. Instruct children to focus on spots on walls to avoid travelling forward or backward. Put an X on the floor to mark the spot. This will assist you in noting child's progress.
2. Paint tires to reinforce color recognition; paint numbers on tires and develop activities to enhance balance etc.
3. Appropriate music adds to the effectiveness of the activities.
4. ALLOW FOR EXPLORATION.
5. Praise performance; provide pupil demonstrations.
6. Encourage children to work for smooth transitions between balances.
7. If you find the children not responding, demonstrate the activity and have the children mimic your performance.
8. Allow enough space for each child to participate comfortably.

TEACHER-PUPIL EVALUATION

1. Can the children perform various movements without losing balance?
2. Can the children travel around the tire in different directions and different levels without losing balance?
3. Are the children working independently?
4. Are the transitions from one body position to another smooth?
5. Are the children approaching the problems with an air of courage and self-confidence?
6. Are you providing time for the children to create their own activity?
7. Are the children able to transfer information from one activity to another?
8. Was it a fun lesson for the children?
9. How would you rate your performance?

MOVEMENT PROBLEM: V . EXPLORE BALANCE IN AIRBORNE ACTIVITIES

14.0 / 14.5

BALANCE

LEVEL: A-B-D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: TRAMPA/ONE JUMP ROPE 12'/ ONE JUMP ROPE 8'

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 14.5.1 Listen and follow directions with control .2 Demonstrate confidence .3 Demonstrate skill in recovering balance quickly and safely. .4 Bounce on trampa in a prone position. .5 Bounce on trampa in a hands and knees position. .6 Bounce on trampa and stop. .7 Perform a jumping jack on trampa. .8 Jump forward and backward on trampa. .9 Jump side to side on trampa. .10 Hop on alternate feet on trampa. .11 Jump to specific letter (number and shape) on trampa. .12 Abide by all safety rules and regulations. See pg. 2 for Teacher Objective.	A. WARM-UPS B. TRAMPA ACTIVITIES: Introduce TRAMPA by having children: .walk around the trampoline. .bounce hands on "bed" of Trampa. .crawl on surface of Trampa. .walk around the edges and through the middle of the "bed." - one child at a time. SAY TO CHILD: .Can you lie on the "bed" and bounce up and down...hand and knees? INSTRUCT CHILDREN TO BEND KNEES QUICKLY AND HOLD TO STOP BOUNCING. HOLD CHILD'S HAND AND SAY: .Can you stand, bounce lightly 1-2-3 and stop?	.Can you bounce on one foot...the other foot... right foot...left foot?	1. The canvas stretched across the top is referred to as the "BED." 2. Emphasize the importance of safety: .remove all objects from pockets. .all necklaces, jewelry, etc. should be removed. .remove sneakers and socks. Instruct all children to: .stay off all equipment unless their teacher is present. .get on the trampa with assistance. .get off the trampa by sitting down and sliding off. Never jump off!! 3. Teaching Hints: .regulate time-bouncing can be tiring. .use handrails for children who are insecure or unable to bounce. .use of arms in trampolining is extremely important. Instruct the child to swing arms up as he goes up	1. Are the children listening and following directions? 2. Are the children abiding by the safety rules and regulations established? 3. Are the children using their arms effectively? 4. Are the children confident with their bodies in space? 5. Are you providing spotters around the Trampa? 6. Are the children able to bounce in the center of the Trampa? 7. Do the children demonstrate good body control and balance while moving in space? 8. Do the children demonstrate the skill of controlling speed of movement? 9. Does the child demonstrate a sense of timing and balance? 10. Do the children demonstrate good body mechanics while jumping? 11. Are you comfortable and enjoying the teaching of the Trampa? 12. Does the Trampa have value

MOVEMENT
PROBLEM: V. . EXPLORE BALANCE IN AIRBORNE ACTIVITIES

Pg. 2 of 14.5

14.0 / 14.5

BALANCE

LEVEL: A-B-D

RESOURCES: TRAMPA, JUMPING JIMNY, HOPPITY HOP CAN BE PURCHASED FROM: FLAGHOUSE, 18 W. 18 St. New York, N.Y. 10011

RECOMMENDED BEHAVIORAL OBJECTIVES

TEACHER OBJECTIVE:

To provide activities for children to experience the feeling of leaving the ground moving upward and downward in space.

ACTIVITIES

Allow child to practice the skill of bouncing up and down and stopping. The child should not continue additional skills until he/she can bounce and stop.

.Can you do a jumping jack? (increase repetition)
.Can you jump side to side?
.Can you jump forward and backward?

Once the child has developed the basic skill and you are confident as to his/her ability introduce the following jump rope skills:
Teacher and student turn rope or attach rope to a wall. (swing rope in pendulum fashion and say to child)
.Can you jump over the swinging rope? (Turn rope forward in complete circles)

VARIATIONS

.Can you hop on right and on left...(1-1)...right-left-right-left...(2-2)...(3-3)?

Cover Trampa with alphabet, number or shape sheet.

.Can you jump the letter A...jump to the RED circle...jump to the number 7?

Vary questioning.

ACTIVITIES

.Can you jump rope? (Turn rope backward and repeat)
.Can you turn your rope and jump?

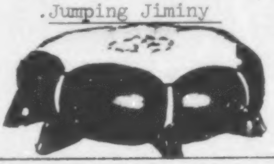
E. CHATTER TIME

TEACHER INFORMATION

and swing arms down as he returns to the bed.
Children should practice skill from the floor before moving on the trampa (mimetics).
Instruct children to focus on wall spots. This will assist balance.

CLASS PROJECT:

4. Construct the Alphabet Mat...Geometric Shape Mat...Number Mat which can be attached to the Trampa. Thin clear plastic material is suitable and recommended. The "bed" of the trampa is approximately 40" square.
5. Additional equipment suitable for lead-ups:
.Jumping Jiminy

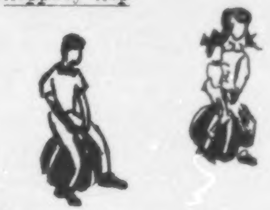


TEACHER-PUPIL EVALUATION

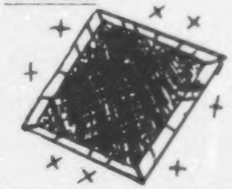
for your children? If not why?
13. Did the children have fun?
14. Did you make provisions for the setting up and storing of the trampa?

TEACHER INFORMATION

.Hoppity Hop



6. SPOTTING



Place children around TRAMPA for spotting.

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MOVEMENT
PROBLEM: VI EXPLORE WAYS OF BALANCING AND TRAVELLING ON EQUIPMENT

14.0
14.6

BALANCE

LEVEL: A-B-D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: (AS MANY) LOW BALANCE BEAMS, BLOCK SET BALANCE BAR, LOW BENCHES, LOW BOXES, 2 X 4's CUT AT DIFFERENT LENGTHS, MATS.

RECOMMENDED BEHAVIORAL OBJECTIVES

THE CHILD SHOULD BE ABLE TO:

14.6.1 Listen and follow directions.
.2 Pick a partner.
.3 Work with a partner.
.4 Take turns.
.5 Walk forward across equipment.
.6 Walk backward across equipment.
.7 Walk sidewards using a step-close pattern.
.8 Walk sidewards crossing left leg in front of right.
9 Walk sidewards crossing right leg in front of left.
.10 Pivot on equipment.
.11 Walk without collision, forward...backwards...sidewards over 1' obstacles.
.12 Walk under obstacles.
.13 Walk through obstacles.

TEACHER OBJECTIVE:

To provide opportunities for children to explore ways of moving and balancing off the floor.

ACTIVITIES

A. WARM-UPS

B. MOVEMENT EDUCATION TECHNIQUE:

"This week we are going to explore balancing and travelling on equipment."

PARTNER PLAY:
.Can you find a partner by the time I count to 3?
.Can you and your partner find a piece of equipment and stand next to it?
.Can you walk around it...jump over it...step on it...jump off it?

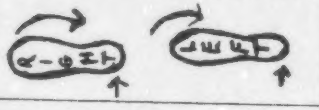
WITH YOUR SPOTTER:
.Can you sit on it...lie on it?
.Can you stand on your equipment?
.Can you walk forward... backward?
.Can you take little steps...very large steps?
.Can you walk forward with your toe touching first, then your heel...

VARIATIONS

.Provide weights and have children carry while travelling across the piece of equipment.

TEACHER INFORMATION

1. Place equipment around the floor providing sufficient space and place mats around and under equipment where necessary. Obstacles for over should vary from 6" to 1'.
2. All activities should first be practiced on lines on the floor before proceeding to equipment.
3. SPOTTING:
Spotter holds hand of performer to assist in balancing. No child should perform without the assistance of a spotter. Demonstrate.
4. PIVOT ANALYSIS:
Put the right foot in front of the left, lift up toes simultaneously and turn in the direction of the left side. Reverse direction if the left foot is in the front position.



TEACHER-PUPIL EVALUATION

1. Are the children listening and following directions?
2. Are the children capable of taking turns?
3. Are the children assuming the responsibility of spotting?
4. Are the children able to adjust to transferring movements from the floor to the equipment?
5. Are the children demonstrating a sense of courage and self-assurance?
6. Are you providing time to allow the children different ways of travelling across the equipment?
7. Are the children able to travel over, under and through objects on their equipment?
8. What provisions are you making for children who are unable to perform the activities?
9. Are your recording the progress for each student?
10. Are the children having fun?

MOVEMENT PROBLEM: VI EXPLORE WAYS OF BALANCING AND TRAVELLING ON EQUIPMENT

Pg. 2 of 14.6 | 14.0 / 14.6

RESOURCES:

LEVEL: A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
...backward? .Can you walk sidewards in a step-close pattern? .Can you walk sidewards crossing the left leg in front of the right...return crossing the right leg over the left? .Can you walk to the middle of your equipment pivot and return? Partners change position and repeat tasks. C. CHATTER TIME	.Vary locomotor movements. .Balancing a bean bag on your head, can you walk across the equipment? .Place obstacles over beam and have child walk forward...sideward...backward. .Place obstacles i.e. hula hoops, hold jump rope etc. that children must walk under forward...sideward...backward (or through).	5. The Block Set Balance Bar consists of four (4) hardwood blocks and three (3) hardwood planks. It can be purchased from the Bureau of Supplies. 6. Music provides a relaxing atmosphere. 7. Encourage and praise the children. 8. If a child is frightened, provide spotting and assist him through the movements. Move slowly with this child. 9. Stress good body mechanics while the children are travelling and balancing. Stomach in, head up, eyes focused ahead, shoulders and arms relaxed. 10. Make provisions for setting up and storage of equipment.	

MOVEMENT PROBLEM: VII. CONTINUE TO EXPLORE WAYS OF BALANCING AND TRAVELLING ON EQUIPMENT

14.0
14.7

BALANCE

LEVEL: A-B-D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: See 14.6

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	ACTIVITIES	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 14.7.1 Listen and follow directions. .2 Pick a partner. .3 Work with a partner. 4 Spot. 5 Find a different piece of equipment. .6 Count to four (4). .7 Get on equipment. .8 Balance on 4,3,2,1 body parts on equipment. .9 Differentiate between right and left. 10 Hop on right foot across equipment. .11 Hop on left foot across equipment. 12 Travel on four (4) body parts across equipment. .13 Perform a knee scale. .14 Perform a V-seat. TEACHER OBJECTIVE: To provide opportunities for children to explore ways of moving and balancing off the floor.	A. WARM-UPS: Select activities from 14.6 and provide time for children to practice skills. B. MOVEMENT EDUCATION TECHNIQUE: .Can you find a partner by the time I count to 3? .Can you find a different piece of equipment to work on today? WITH YOUR SPOTTER: .Can you get on your equipment and balance on 4 body parts...3...2...1? .Can you hop across your equipment on your right foot and return on your left? .Can you travel on four (4) body parts: .Can you balance on your hands and one (1) knee? "This is called a knee scale."	.Can you lie on your stomach...touch feet to buttocks? .Can you lie on your back ...holding on, can you lift just your legs? .Sitting up and balancing on you hands, can you look like the letter V? "This [illegible] called a V-seat." .Can you get off and help your partner on? Have partners change positions. Repeat the activities. C. Develop an obstacle course focusing on balance activities with the equipment. D. CHATTER TIME VARIATIONS .Carry an object while hop-hopping. .Put object on Beam. Have children hop, pick it up, hop backwards. .Hop over object on equipment.	1. Activities should be practiced on floor before transferring to equipment. 2. Enforce spotting to insure safety. 3. Provide time for children to practice skills. Encourage and praise each childs' efforts. 4. The Special Olympics Program offers competition in the area of gymnastics. Note potential candidates who with additional training can participate in this competitive event. 5. Questions may have to be varied to the level of your children.	1. Are the children listening and following directions? 2. Are they able to work with their partner? 3. Are the children responsible spotters? 4. Are the children comfortable working on a new piece of equipment? 5. Are they able to transfer skills from one piece to another? 6. Are balance skills improving? 7. How would you develop a balance station in your classroom and utilize it? 8. Is confidence and courage developing with your class? 9. Are you fearful of the activities? If so, why? 10. Are the children having fun?

MOVEMENT
PROBLEM: VIII. EXPLORE SIMPLE BALANCE ROUTINES ON EQUIPMENT

14.0
14.8

BALANCE

LOCATION: GYMNASIUM

LEVEL: A-B-D

EQUIPMENT/MATERIALS: See 14.6 Record Player: Any favorite record with a strong beat.

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	ACTIVITIES	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 14.8 1 Listen and follow directions. .2 Walk forward 4, ½ turn, walk backward on a line. .3 Hop forward 4, sit, perform a V-seat and and stand on line. .4 Perform routine on a line. .5 Practice routine on line. .6 Pick a partner. .7 Take turns. .8 Practice routines on equipment. .9 Observe performance by classmates. TEACHER OBJECTIVE: To provide creative, rhythmic routines focusing on balance.	A. WARM-UPS: B. MOVEMENT EDUCATION TECHNIQUE: "This week we have been learning many different ways of travelling and balancing on the equipment. Today, we are going to be like tightrope walkers in a circus." .When I say go, can you find a line and stand on it? "LISTEN VERY CAREFULLY" Part I. Without travelling off the line, .can you walk forward 4 steps - make a half turn and walk backward 4 steps? .can we try that again? .can we practice that for 5 minutes?	PART II: Without travelling off the line, .can we hop 4 times forward, slowly sit, lift legs to "V" position and stand? .Can we practice that part of the routine? PART III: .Can we combine the whole routine and practice it from beginning to end? ALLOW SUFFICIENT TIME FOR CHILDREN TO PRACTICE ROUTINES ON LINES. .Can you find a partner and stand next to a piece of equipment? .With your spotter, can you practice your routine? Change positions, spotter becomes performer and allow practice time. C. PERFORMANCE Have class sit and view individuals performing routines. Make constructive and praising comments. D. CHATTER TIME	1. Develop large flash cards with routine printed in large block letters. 2. Have children practice routine on a line before using the equipment. Make sure they have enough room to practice. 3. Use the Part-Whole Method. 4. While children are working use cues: walk forward 4, turn, walk backward 4. 5. Move from child to child providing assistance with each phase of the routine. 6. Analyze V-seat. 7. Look through 14.6, 14.7 and develop additional routines. If adaption is necessary, substitute a task. 8. Instruct children to count to 4 after they stand. It will give a more polished ending. 9. After children have become familiar with routine, provide time for them to develop their own routines.	1. Are the children listening and following directions? 2. Were the children able to remember the routine after sufficient practice? 3. Are the children assuming the responsibility of spotting? 4. Are the children able to transfer the routine from lines to the equipment? 5. Is the music appropriate for activity? 6. Was the volume on the record player adequate and loud enough for all to hear? 7. Is this a worthwhile activity for your children? 8. Did you make provisions for distributing and collecting the equipment? Was the equipment spaced in such a way to avoid crowding? 9. Do you plan to use this activity for a parent workshop? If so, how would you organize and set up your room for the performance?

MOVEMENT
PROBLEM: VIII. EXPLORE SIMPLE BALANCE ROUTINES ON EQUIPMENT

RESOURCES:

PG. 2 of 14.8 14.0 / 14.8

LEVEL: A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
PART II: Without travelling off the line, .can we hop 4 times forward, slowly sit, lift legs to "V" position and stand? .can we practice that part of the routine? PART III: .Can we combine the whole routine and practice it from beginning to end? ALLOW SUFFICIENT TIME FOR CHILDREN TO PRACTICE ROUTINES ON LINES. .Can you find a partner and stand next to a piece of equipment? .With your spotter, can you practice your routine? Change positions, spotter becomes performer and allow practice time. C. PERFORMANCE: Have class sit and view individuals performing routines. Make constructive and praising comments. D. CHATTER TIME		10. Allow for individual performances. 11. Routines are great for parent workshops. 12. Provide music with basic, strong beats. 13. Move slowly if necessary. You start with 4 walking steps and have students practice and count. Add the ½ turn, etc. 14. Set a good example by clapping for performances regardless of level. Be enthusiastic, give praise and assurance.	10. Did the children have fun? Were they proud of their performance? Do they want to do this again?

MOVEMENT
PROBLEM: IX. BALANCING OBJECTS

14.0 14.9

BALANCE

LEVEL: A-B-D

LOCATION: GYMNASIUM/ LARGE PLAY AREA

EQUIPMENT/MATERIALS: PLA-TUBES

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 14.9 .1 Listen and follow directions. .2 Identify body parts. .3 Balance pla-tube on specified body parts. .4 Find personal space. .5 Balance pla-tube and travel. .6 Balance and travel at different levels, pathways, speeds. .7 Participate in a relay race. .8 Travel through space without collision. TEACHER OBJECTIVE: To provide balancing activities which can be transferred to daily living skills.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE: .Can you get a pla-tube and find a personal space to work? .Can you balance the pla-tube on: -both hands? -right hand? -left hand? -right shoulder? -left shoulder? -right palm? -left palm? -3 fingers (2-1)? -etc. Combine movements: .Can you balance the pla-tube on your right shoulder and lift your your left leg for three (3) seconds...left shoulder and right leg? INCLUDE QUESTIONS TO INVOLVE THE LOWER EXTREMITIES.	.Can you balance the pla-tube on ________ and balance on three body parts? .Introduce questions that change the level of the object and level of the body.	1. Balance cannot be improved unless specific training is provided. Provide practice time for the children. 2. Equipment can be substituted if pla-tubes are not available such as wands, makuii sticks, etc. 3. Other equipment can be used such as hula hoops, grovee loops for balance activities. 4. Introduce questions that change level of object and level of the body. 5. Review Modules 10 and 12. for addional Balance Activities. 6. Praise the children. 7. Classroom activities such as: A-"Pass the spoon" can be valuable to the development of balance focusing and on self-help skills. Organize two circles. Indicate starting position	1. Are the children listening and following directions? 2. Are the children able to practice balance activities independently? 3. Are you moving from child to child offering assistance? 4. Are you able to incorporate challenging tasks rotating change of level, etc.? 5. Are you comfortable with this approach? 6. Are the children able to balance body and objects? 7. Can the children identify their body parts? 8. Did you review past lessons focusing on balance and include activities? 9. Are you reinforcing balance activities in your classroom? 10. Have you become more aware of the importance of balancing for your children? 11. Are the children enjoying the balance activities in this lesson?

MOVEMENT PROBLEM: IX. BALANCING OBJECTS

RESOURCES:

Pg. 2 of 14.9

14.0 / 14. 9

LEVEL: A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
.Can you balance the pla-tube on 3 fingers and walk slowly at a high level to a new personal space? C. RELAYS Select balance and locomotor activities for relay competition D. CHATTER TIME	INCORPORATE PATHWAYS: .Straight pathway .Circular pathway .Zig-zag pathway INCORPORATE CHANGE OF LEVEL: .High .Medium .Low INCORPORATE CHANGE OF SPEED: .Fast .Medium .Slow	by appointing a leader. Give each leader a spoon and a piece of cotton. Say to class: "When I say GO, can you pass the spoon around the circle without dropping the cotton? If the cotton is dropped while going around circle it must go back to the leader. The circle that finishes first is the winner. B. Block Building C. Sorting objects neatly. D. Piling books and other objects neatly. E. Putting chair on desk at the end of the day. F. Etc.	

MOVEMENT PROBLEM: X · COMBINING ELEMENTS OF MOVEMENT WHICH FOCUS ON BALANCE

14.0 / 14.10

BALANCE

LEVEL: A-B-D

LOCATION: GYMNASIUM/LARGE PLAY AREA

EQUIPMENT/MATERIALS: LARGE UTILITY BALLS 12"

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 14.10.1 Listen and follow directions. .2 Travel and stop in a balanced position. .3 Travel at varying speeds and stop in a balanced position. .4 Travel on a variety of levels and stop in a balanced position. .5 Travel changing directions and stop in a balanced position. .6 Utilize various locomotor movements and stop in a balanced position. .7 Imitate. .8 Balance over object. .9 Balance on object. .10 Balance, manipulate object and travel. TEACHER OBJECTIVE: To provide fun activities which enhance balance.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE: "When I say go, can you travel around the room and when I clap freeze in a balanced position...on 4 body parts...3...2...1? IMAGERY: Say to class: "In Italy, there is a building they call the Leaning Tower of Pisa. It looks like it's going to fall any minute." .Can we all lean to the right as far as we can without losing our balance...left? How far forward can you lean without falling...backward? C. DISTRIBUTE UTILITY BALLS 12" .Can you make a bridge and balance over your ball? Continue questions.	INTRODUCE A CHANGE OF: Levels Speed Direction Locomotor Movements INTRODUCE PARTNER PLAY: With your partner can you travel around the room and and when I clap freeze in a balanced position on...? IMAGERY ACTIVITIES: Windmills Grandfather clock Airplanes Ice skaters turning on ice Skiers Donkey kick Statue of Liberty Rock hopping in a stream UTILIZE SMALLER BALLS OR OBJECTS .Can you balance the ball in your hand?	1. Provide time for sufficient practice of skills. 2. Be enthusiastic. 3. Review literature for additonal balance activities. 4. Imagery activities can be incorporated into classroom activities. 5. Stress the balance factor while children are working. 6. Show class pictures; for example: .Leaning Tower of Pisa .Windmills .Waiter/Waitress carrying tray in a busy restaurant .etc. 7. Music	1. Are the children listening and following directions? 2. Are the children reacting to the clapping cues? 3. Are the children able to imitate? 4. Are the children stopping without losing balance? 5. Are the children able to change speed, levels, directions and maintain balance? 6. Are they able to travel without collision? 7. Do they know body parts and can they balance on parts? 8. Are the children having fun? Begin post-testing. Refer to pre-test.

MOVEMENT PROBLEM:	I. PRE- TEST
MOVEMENT PROBLEM:	II. EXPLORE BALANCE FOCUSING ON A VARIETY OF BODY POSITIONS
LOCATION:	GYMNASIUM
EQUIPMENT/MATERIALS:	FLYING SAUCERS, JUMP ROPES

~~15.0~~ 15.1
15.2

BALANCE

LEVEL: C - E

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 15 .2.1 Listen and follow directions. .2 Assume a balance positions at a low, medium, high level. .3 Travel quickly forwards, backwards, sidewards and stop in a variety of balanced body positions .4 Know body parts. .5 Balance objects at various levels. .6 Balance objects on body parts. .7 Move balanced objects from high to low positions. .8 Exchange saucers without dropping. .9 Travel obstacle course without dropping saucer. TEACHER OBJECTIVE: To provide activities that are meaningful and challenging and are designed to develop balance skills	A. WARM - UPS B. MOVEMENT EDUCATION ACTIVITIES: "Today, we are going to to explore balance. We are going to practice balance skills that will help us balance our bodies while we are playing, working, etc." "WHEN I SAY GO- .could you quickly find a personal space on the floor and when I say STOP-STOP in a balanced position?.. GO!...STOP! .can you find a new personal space and stop in a LOW balanced position... MEDIUM balanced position.. HIGH balanced position? .how quickly can you travel forward and stop in a balanced low position... backwards stopping in a medium level...sidewards stopping at a high level?	.Can you travel at a high level and stop in a low balanced position...low level to high level balanced position?	1. Each student should have enough space so that he can travel or move without collision. 2. Establish a system of distributing and collecting materials. 3. Enhance recognition by commenting on fine or creative work. Point out individual or group achievements. 4. If you do not have recommended equipment substitute equipment - i.e. paper plates for flying saucers. 5. Allow adequate time for practice. Move about class offering assistance and words of encouragement. 6. Discuss occupations that depend on skill of balance such as waiters and waitresses, holding tray, body position and travelling in crowded restaurants.	1. Are the students listening and following directions? 2. Are the students participating and active? 3. Are you praising and giving encouragement? 4. Are the students having fun? 5. Are their balancing skills improving? 6. Is there a high level of interest in your class in motor education? 7. Are you providing a better understanding of the body and what it can do during the chatter session or in the classroom? 8. Are you comfortable with the techniques? 9. Are you providing remediation activities by setting up balance corners in your classroom?

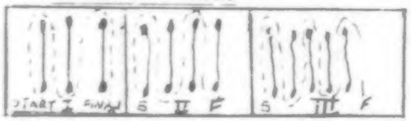
MOVEMENT
PROBLEM: I PRE-TEST

MOVEMENT
PROBLEM: II EXPLORE BALANCE FOCUSING ON A VARIETY OF BODY POSITIONS

RESOURCES:

15.1 15.0 15.1
Pg. 2 of 15.2 15.2

LEVEL: C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
What is the most number of body parts you can balance your body on.. the least number?		7. To allow for MAXIMUM PARTICIPATION: .set up ropes in many areas. .use tape or other fabrics to simulate obstacle course. Traffic markers, chairs, etc. Children should not be waiting to participate.	
C. FLYING SAUCERS: .Can you balance the saucer at a high... medium...low level? .Can you balance the saucer on a body part that is at a high... medium...low level of your body?	.Can you travel balancing the saucer at these levels? .Can you travel changing the position of the saucer from high to low?		
.Can you travel around the room with the saucer in your right hand at a medium level? SAUCER EXCHANGE GAME: .Can you travel with the saucer in your right hand and each time meet someone exchange saucer without dropping it? .Can you exchange saucer with at least four (4) people before I say STOP?			
OBSTACLE COURSE:  .With the saucer in your right hand, how quickly can you travel in and out of the ropes without dropping the saucer?	.Vary activity by changing body parts, the direction of the course from in and out to jumping over one (1) rope or even two (2) ropes.		
D. CHATTER TIME			

MOVEMENT PROBLEM: III. LEAD-UPS TO BALANCE BEAM ACTIVITIES

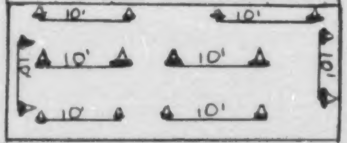
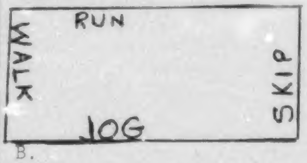
15.D / 15.3

BALANCE

LEVEL: C - E

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: HULA HOOPS. BEACH BALL. BEAN BAG TRAFFIC MARKERS (SEE TEACHER INFORMATION)

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 15.3.1 Listen and follow directions. .2 Perform and participate in warm-ups. .3 Find a station to work in without confrontation. .4 Skip 10' .5 Hop 10' alternating feet. .6 Jump 10' .7 Identify and collect equipment. .8 Place hoops on line 4' apart. .9 Travel 10' stepping in and out of hoops. .10 Travel 10' balancing bean bags on a variety of parts. .11 Travel the maze of 10' lines and return to home station. .12 Return equipment to appropriate pile. .13 Discuss activities during chatter time.	A. WARM-UPS .Can you jog around the gymnasium quietly staying on the black line? B. MOVEMENT EDUCATION TECHNIQUE: .Mark off 10' areas using clorox bottles or traffic markers and call them "STATIONS." Their should be a "STATION" for each child.  .Can you find your own station and stand on the line? .Can you skip...hop... jump forward on the line? (backward...sideways?)	A. WARM -UPS Locomotor movements can be varied with each segment of the rectangle in the gymnasium.  B. Change levels, speed, direction, locomotor movement.	1. Each student must have at least 10' to work. If there are not enough lines, tape floor recommended distance. 2. The 10' lines simulate future work that can be done on a balance beam, bench, etc. 3. Substitute bicycle tires, car tires, olympet circles if you do not have recommended equipment. 4. Remind students that if station is occupied to go to another. There is a station for every student. 5. Allow practice time to practice skills. Travel from station to station giving assistance and praise. 6. Give each station a number or a color etc. for identification. 7. See 15.2 for additional activities presented in task form.	1. Are the students listening and following directions? 2. .Are you travelling from station to station assisting each student? 3. Are you able to travel from station to station and still change activities? 4. Do the students have enough time to practice the skills? 5. Are you able to vary, change and adapt activities? 6. Are you able to simulate the station in your classroom? 7. Are their balancing skills improving considerably? 8. Was the lesson fun for the students? challenging? If not, why?

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MOVEMENT
PROBLEM: III. LEAD UPS TO BALANCE BEAM ACTIVITIES

Pg. 2 of 15.3 | 15.0 / 15.3

BALANCE

LEVEL: C - E

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	ACTIVITIES	VARIATIONS
THE STUDENT SHOULD BE ABLE TO: TEACHER OBJECTIVE: To provide a battery of floor balance activities using a variety of simple equipment.	Organize the hoops, beach-balls and bean bags in three (3) distinct piles. Ask each student to get two (2) hoops, one (1) ball and one (1) bean bag and bring them back to their station. To avoid rolling and fooling around say to class: "Can you put your beachball and bean bag in your hoop on the floor?" .Can you put your hoops over the lines about 4' apart? CHECK EACH STATION TO MAKE SURE HOOPS ARE SPACED .Can you walk forward... backward stepping in and out of your hoops? .With the bean bag on your head can you travel the line stepping in and out	Each time you step into a hoop, can you balance your bean bag on another body part.	of your hoops? When I say go, without collision can you travel through all the stations on the gymnasium floor and return to your own? STATION I. Can you collect your equipment and return it to the right piles? etc. C. CHATTER TIME	The markers can be used as additional obstacles that can challenge and motivate the students motorically. i.e., Can you jump over the markers and step through the hoop?

MOVEMENT
PROBLEM: IV. BALANCE ACTIVITIES WITH PARTNERS

15.0 / 15.4

BALANCE

LOCATION: GYMNASIUM

LEVEL: C - E

EQUIPMENT/MATERIALS: BALLS, PLA-TUBES. 10' STATIONS.(HOOPS, CAR TIRES, BOXES,ROPES, TRAFFIC MARKERS); AERIAL STATION: BEAMS, 2 X 4's BENCHES

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 15 .4.1 Listen and follow directions. .2 Work with a partner. .3 Travel forward .4 Travel backward. .5 Travel without collision. .6 Squat turn. .7 Duckwalk 5' .8 Pass a moving object on line without losing balance. .9 Pass ball while travelling the line forward and backward. .10 Travel over and under obstacles on the line .11 Create an obstacle for students to travel over and under. .12 Travel beam off the floor. .13 Travel all the stations going over and under obstacles. TEACHER OBJECTIVE: To develop tasks and present them in movement form providing challenges that are sequential and developmental.	A. WARM-UPS B. TASK TECHNIQUE: BALANCE ACTIVITIES: PARTNERS. .Stand on line 10' apart facing each other. .Walk to center of line. .Squat turn. .Walk back to starting position. .Walk backwards to center and stop before touching .Squat without touching. .Duckwalk back to starting position. .Walk to center, pass each other without stepping off line. .Walk backwards to center pass each other and return to starting position. DISTRIBUTE A BALL TO EACH STATION. .Stand 2' to 3' apart. Pass ball back and forth while walking backward on the line.	Locomotor patterns, levels, etc.	1. Tasks will be presented in this lesson plan. They can be presented in this fashion or developed into movement challenges. 2. Organize gymnasium by established 10' stations. 3. Establish partners. Assign partners to stations. 4. The "MIRRORING" technique is effective since students learn from each other. 5. There are hundreds of balance tasks found in the literature to pick and choose. Ask the students to create tasks, games, or an obstacle maze for everyone to try. 6. Students should wear SNEAKERS or "NO SOCKS." Socks are dangerous. 7. The use of hoops, car tires, traffic markers with ropes	1. Are the students listening and following directions? 2. Are the students properly dressed for this activity? 3. Are the student's moving rapidly through the tasks with increased confidence? 4. Are the students trying the activities in the "aerial station"? 5. Are the students able to manipulate objects on the lines? 6. Can they exchange places while travelling on the lines easily? 7. Can you transfer the tasks to movement questions easily? 8. Are you able to incorporate a change in levels, speed, etc. into the questioning pattern? 9. Do all the students know how to spot? 10. Were you able to distribute and collect materials with ease? 11. Did everyone have a good time?

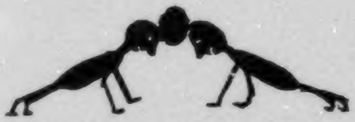
MOVEMENT PROBLEM: IV. BALANCE ACTIVITIES WITH PARTNERS

Pg. 2 of 15.4

15.0 / 15.4

RESOURCES:

LEVEL: C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
.Walk forward on line passing ball back and forth until reaching center. .Pass ball to partner on right side and continue to end of line. COLLECT BALL AND DISTRIBUTE PLA-TUBE .As one student is travelling across line the other student will: -place pla-tube at a low level across line forcing student to step over. (crawl under) EXCHANGE PLACES. SET UP OBSTACLES AT ALL STATIONS .Travel the stations going over and under objects and through. COLLECT EQUIPMENT C. CHATTER TIME	Partners lie face down head to head with ball between them, balanced on forehead. Stand up without touching ball with hands and lie down again.  .Levels will change from low, medium, high. .Additonal objects can be placed on lines at different heights such as traffic markers, boxes, chairs. Ropes can be set up to create different levels for hurdling.	etc., will provide new challenges and motivations and make these activities challenging. 8. Most students will be able to travel from a low level of 6" to 12". When confidence develops, a challenge of 20" to 24" will be accepted. Think in terms of developing good floor skills working on line first and then transferring to higher levels. 9. Set up an aerial station creating different heights. When students feel confient take them to the "aerial station" and allow them to practice tasks at a variety of levels. SPOT IN THIS AREA. 10. Some students will require a "helping hand" (spotting) as they start to perform activities off the floor. These activities lend themselves to partner work. Teach spotting to all members of the class.	12. Were the students able to develop new challenges? 13. Did you allow for practice time? 14. Did this lesson need additional time? If so, what provisions will you make to complete the activities? 15. During chatter time, did the students understand why these activities were being conducted etc.?

MOVEMENT
PROBLEM: V. SIMPLE BALANCE STUNTS

15.0 / 15.5

BALANCE

LEVEL: C - E

LOCATION: GYMNASIUM/CLASSROOM

EQUIPMENT/MATERIALS: 8½" X 11" Colorful construction paper

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENTS SHOULD BE ABLE TO: 15.5.1 Listen and follow directions. .2 Fold paper and balance on sides 3 Pick up objects with various parts of the body. .4 Roll body backward and and forward. .5 Touch objects without losing balance. .6 Balance and travel in a crab position. .7 Make shapes with body parts. .8 Imitate animal movements. .9 Jump and balance body on heels and toes only. 10 Find a partner same size. 11 Shake hands 12 Perform partner stunts. TEACHER OBJECTIVE: To provide simple balance stunts to assist fitness development.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE: .Can you fold your paper in half and balance it on two (2) sides? NOSE DIVE: .From a kneeling position and hands out to the sides, can you pick up the paper with your teeth? .Can you return the piece of paper to the floor with your teeth? TURTLE BALANCE .Can you balance your body on 4 body parts over the paper? .Can you turn your body around in this position over the paper keeping your belly button over it? THE PICKER-UPPER .From a sitting position, can you pick up the paper with your feet... Put it down...Pick it	.Change number of body parts, speed.	1. Balance is involved in many stunt activities. A progression in stunt activities should provide development in static, dynamic and rotational balance skills. Visual controls of balance should be excluded by having students close their eyes to enable them to use other balance centers. 2. Stress the necessity for controlled movements rather than speed. The beat of a drum, or clap of hands can be direct controlled movements. The positions should be held at least 3 seconds. Instruct students to count while practicing skills. Girls should be in pants or shorts. 3. Students should be barefooted for these activities. Sneakers and socks are restraining.	1. Are the students listening and following directions? 2. Are the students dressed appropriately for this activity? 3. Are you providing background music? 4. Are the stunts simple for the level of your students? Too complex? 5. Are the students developing a sense of achievement? 6. Are you assisting students as they practice stunts? 7. Are you providing additional activities for the exceptional student? 8. Do you have students who are Special Olympics candidates? 9. Is there a balance corner in your classroom? 10. Did the students enjoy the lesson? 11. Are you record keeping and assessing students progress?

MOVEMENT
PROBLEM: V. SIMPLE BALANCE STUNTS

Pg. 2 of 15.5 | 15.0 / 15.5

RESOURCES:

LEVEL: C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
up with your feet and put it behind your head? .Can you roll back and forth with with the paper between your feet? .Can you roll backwards and stand?		4. Use colorful construction paper. 5. Soft background music is excellent. 6. Introduce the name of the stunts before presenting questions. Many stunts have a characteristic name which students can associate the appropriate body movements.	
THE DAPPER TAPPER .Can you put the paper 3' to your side? .Can you reach out and touch it with your foot without losing your balance?	SPECIFY: RIGHT, LEFT, FRONT, BACK.	7. If a stunt is done on one side, always have student try on the other.	
THE TURNING CRAB .Can you balance your body in a crab walk position over the paper?		8. THESE ARE SIMPLE STUNTS. IF AFTER REVIEWING THE LESSON, YOU FIND THAT STUDENTS ARE CAPABLE, REFER TO SPECIFIC PHYSICAL EDUCATION BOOKS FOR TEACHING PROGRESSIONS FOR THE FORWARD ROLL, BACKWARD ROLL, HEADSTAND, HANDSTAND, CARTWHEEL, PYRAMIDS, ETC. SEE BIBLIOGRAPHY.	
.Can you turn your body around in a circle keeping your buttocks over the paper?	.Can you travel to a new piece of paper and turn your body around?		
COLLECT PAPER THREAD THE NEEDLE .Can you make a circle with your arms in front of you below your waist? .Can you step through the circle one foot at a time? .Can you go backwards one foot at a time?	.Clasp hands.	9. Discuss gymnastics as a Special Olympic activity. Evaluate your students and determine whether or not they have potential for this activity. If you need assistance, call your Special Olympics Coordinator.	

MOVEMENT PROBLEM: V. SIMPLE BALANCE STUNTS

Pg. 3 of 15.5

15.0/15.5

RESOURCES:

LEVEL: C - E

ACTIVITIES	VARIATIONS	ACTIVITIES	TEACHER-PUPIL EVALUATION
JUMPING FROGS .Can you jump like a frog TURK STAND .Can you stand with your feet crossed and arms folded in front? .Can you sit in this position? .Can you stand in this position? THE SPINNING SAUCER .Can you balance your body on your buttocks and hands? .Can you spin your body in this position? THE BLAST OFF .Can you squat? .Can you jump up to a standing position balancing your body on your heels...toes? .Can you find a partner your size? THE PARTNER HOP .Can you face each other? .Can you balance on the right leg and grasp your partners left ankle? .Can you hop forward...backward ...sidewards? THE TWISTER .Can you face each other and shake right hands? ASSIGN NUMBERS. Still holding hands can #1 swing	.Leap frog obstacle course. Vary levels of human obstacles. .To the right, to the left, slow, fast. .This stunt can be varied by using a pla-tube, piece of rope instead of the hands.	his right leg over the head of #2 and turn around? Number 2, can you swing your left leg over #1? (PARTNERS SHOULD BE BACK TO BACK) #1 can you swing your left leg over #2? #2 can you swing your right leg over #1? (PARTNERS SHOULD BE FACING) ALLOW TIME TO PRACTICE. DONKEY KICK .Can you put your hands on the floor? .Can you kick your legs up? .Can you kick twice before your feet touch? C. CHATTER TIME	

MOVEMENT
PROBLEM: VI BALANCING OBJECTS WITH BODY AND OTHER OBJECTS

15.0 / 15.6

BALANCE

LOCATION: GYMNASIUM

LEVEL: C - E

EQUIPMENT/MATERIALS: FLYING SAUCERS, PLA-TUBES, BICYCLE TIRE TUBES, WANDS

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 15.6.1 Listen and follow directions. * .2 Differentiate between large and small surfaces. .3 Balance an object on body planes. .4 Pantomime movements. .5 Travel while balancing objects. .6 Balance an object with another object. .7 Spin an object with another object. .8 Turn two (2) objects on body parts. .9 Travel while spinning an object. .10 Exchange objects. .11 Lasso an object. .12 Score points. .13 Participate in a discussion. TEACHER OBJECTIVE: To provide verbal challenges that involve the whole body in exploring and discovering a solution which leads to better balance of the body and objects	A. WARM-UPS .Can you balance your saucer on a large surface of your body...small surface? .Can you balance your saucer on one body part... two...etc.? .Can you travel that way around the room? If the saucer were a tray, and you were a waiter or a waitress, how would you carry it? .Can you travel quickly? INTRODUCE PLA-TUBE: Repeat first three questions using the saucer as home base. .Can you balance your saucer on your pla-tube? .Can you pass the pla-tube from hand to hand without dropping the saucer? .Can you exchange saucers on the pla-tube with any person as you travel around the room?	.Front-back planes. .Side (Right-Left) .How would you hold it if it were very heavy? .How would you travel if it were very heavy? Light? (LIMIT SPACE) .High, Medium, Low level. .Can you toss saucer and catch it on the pla-tube?	1. Allow practice time to develop the skill. The challenges are fairly difficult. 2. Introduce music of circus variety. 3. Substitute equipment. 4. Plan for the distribution and collection of material 5. Modify questions if challenges are too difficult. 6. These activities can be practiced in the classroom Set up motor corners in the room. 7. Provide for creativity by asking "how many different ways can you...?" 8. Praise good work; assist those having problems. 9.* See 6.2 of Behavioral Objectives. This refers to large and small surfaces of the body and objects.	1. Are the students listening and following directions? 2. Are the students seeking solutions to the challenges? 3. Do they know FRONT, BACK and SIDE concept? 4. Can they identify the large surface area of the body; small and differentiate? 5. Are the students able to pantomime waiter/waitress? 6. Can they transfer learning from one piece of equipment to another? 7. Can they balance objects on body parts? 8. Can they balance objects with another object ? 9. Can they turn objects on a variety of body parts? 10. Can they spin objects with other objects? 11. Are you providing time for practice? 12. Was it fun? 13. Did the students feel success? 14. Were they able to verbal-

MOVEMENT PROBLEM: VI. BALANCING OBJECTS WITH BODY AND OTHER OBJECTS

RESOURCES:

Pg. 2 of 15.6 | 15.0 / 15.6

LEVEL: C - E

ACTIVITIES	VARIATIONS	ACTIVITIES	TEACHER-PUPIL EVALUATION
COLLECT PLA-TUBES		INTRODUCE CLOROX BOTTLES AND SET UP STATIONS	ize the activities during the chatter session?
.Can you spin the saucer on your finger? .Can you travel around the room spinning it high and low? (right-left)		.Can you lasso your clorox bottles?	
INTRODUCE WANDS		SCORE ONE (1) POINT FOR EACH CLOROX BOTTLE CORRECTLY CIRCLED.	
.Can you spin saucer on wands? .Can you travel around the room spinning saucer high to low?		C. CHATTER TIME	
COLLECT SAUCERS AND WANDS			
INTRODUCE BICYCLE TIRE TUBES (ANYTHING CIRCULAR AND LIGHT)			
Distribute two (2) to each student. "We have been balancing objects with other objects, spinning objects with other objects. Now let's see how our body parts can TURN objects." .Can you balance your tubes on two body parts? Can you turn the tubes? Can you travel while turning?	.Can you turn one high the other low...front-back...sides?		
CHANGE BODY PARTS TO AVOID FATIGUE			
.Can you pretend that your tube is a lasso - spin it around your hand above your head and toss it to an empty space?			

MOVEMENT PROBLEM: VII. NON - LOCOMOTOR AND LOCOMOTOR BALANCE ACTIVITIES

15.0 / 15.7

BALANCE

LEVEL: C - E

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: SEE TEACHER INFORMATION

RECOMMENDED BEHAVIORAL OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

15 .7.1 Listen and follow directions.
.2 Balance on 2...3...4... body parts.
.3 Balance and stretch.
.4 Create body shapes maintaining balance.
.5 Differentiate concepts, over-under, curl-stretch.
.6 Travel in a low body position moving to a high body position.
.7 Keep one foot on floor while travelling at all times.
.8 Run, stop and change direction without losing balance.
.9 Run, jump and click heels.
.10 Run, collapse, roll get up and continue to travel.

TEACHER OBJECTIVE:

To provide basic balance activities that are motivating, challenging and creative.

ACTIVITIES

A. WARM-UPS

B. MOVEMENT EDUCATION TECHNIQUE:

WITHOUT EQUIPMENT:

"When I say go-
.Can you balance on one, (two, three) parts of your body?
.Can you balance on body parts and make the shape of a letter... number?
.Can you balance and stretch your body as far as it will go?
.Can you balance your body and shape your body like a building... automobile?
.Can you balance and shape your body into a bridge that someone can go under...over?
.Without losing your balance can you curl slowly into a ball and stretch quickly trying to touch the ceiling?

ACTIVITIES

.Can you travel around the room in a low body position and gradually lift the body to a standing position and return home?
.Can you travel around the room so that one foot is always off the floor?
.Can you travel around the room with your head lower than your waist?
.Can you run low touching the ground with both hands as you travel?
.Can you run low alternating hands touching the ground?
.Can you run forward looking back over your right... left shoulder?
.Without losing your balance, can you run, stop, change direction?
.Without losing your balance can you run, jump and click heels?
.Can you run, collapse, roll, get up and continue changing directions?

C. CHATTER TIME

TEACHER INFORMATION

1. The warm-up can be the activity.
2. The first phase of this lesson provides for exploration and experimentation without equipment. The second phase is open ended asking students to select pieces of equipment to expand the development of balance to object and and body. If you find students having difficulty working alone, pull the lesson back and and develop questions such as:
   .Can you balance your object on a body part and stretch your body (parts) as far as they will go?
3. Look at each problem and develop variations. i.e. see variation using shape of letter or number.

TEACHER-PUPIL EVALUATION

1. Are the students listening and following directions?
2. Are the students managing their bodies in a variety of movement situations?
3. Are the students moving with ease and confidence?
4. Do the students understand concepts such as curl and stretch?
5. Do the students demonstrate a desire to practice skills for better performance?
6. Are you able to develop the movement problems without equipment to using equipment?
7. Was the equipment selected appropriate for the activities?
8. Are the students sharing equipment and time without difficulty?
9. Are the students reacting creatively when the problem calls for imagination?
10. Did the students enjoy participating in this lesson?

MOVEMENT
PROBLEM: VIII PARTNER SUPPORT STUNTS

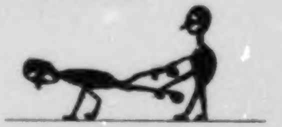
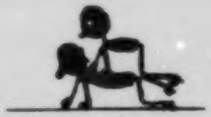
15.0 / 15.8

BALANCE

LOCATION: GYMNASIUM

LEVEL: C - E

EQUIPMENT/MATERIALS: MATS

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 15.8.1 Listen and follow directions. .2 Understand concept of top and bottom. .3 Understand concept of base .4 Work with a group. .5 Accept the responsibility of another student. .6 Perform base portion of stunt. .7 Perform top portion of stunt. .8 Spot stunt. .9 Identify stunt by name .10 Balance body and parts on a classmate or two (2). .11 Avoid placing body weight on joints such as neck and spine. TEACHER OBJECTIVE: To provide partner or group stunts which provide fun and a great deal of fitness.	A. WARM-UPS: Focus on upper arm activities designed for strength B. PARTNER SUPPORT STUNTS: WHEELBARROW  Instruct bottom performer to lie on floor hands under shoulders, feet apart. The top performer (pusher) grasps legs between ankles and knees .Can you travel forward.. backward..in a circle.. etc.? NOTE: This can be tiring. Change positions frequently. DOUBLE BEAR: 	.Can the top performer lift one leg up...down... right side...left side?	1. PARTNER ACTIVITIES: Normally we pair children on the basis of equal achievement but in this activity size and weight must be the governing factors. If this is impossible, organize groups into bases and tops. 2. SAFETY: Instruct children to lift correctly. Never have children lean over to try to lift. Knees should be bent, with all body parts above each partner. 3. Students should be encouraged to try stunts - NOT FORCED. 4. If you select students for demonstration be sure that they understand and can perform reasonably well. 5. If possible, take photographs of your students and display on a bulletin board.	1. Are the students listening and following directions? 2. Are all groups the same size and weight? 3. Did you provide for the organization of the mats to insure visability? 4. Did you discuss spotting? 5. Did you discuss the need for proper gym attire? 6. Are the students able to perform the stunts? If not, what alternatives did you provide? 7. If students do not have sufficient strength or balance, what additional remedial activities can you provide? 8. If students cannot perform stunt, are they motivated to keep trying? 9. Is balance improving? 10. Did the students enjoy this lesson and do they want to do more stunts? 11. Was there sufficient time given for the students to practice the skills?

MOVEMENT PROBLEM: VIII. PARTNER SUPPORT STUNTS

Pg. 2 of 15.8

15.0 / 15.8

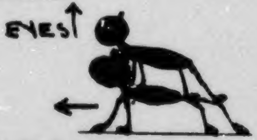
RESOURCES: Baley, James A, Gymnastics in the Schools, Boston, Mass. Allyn and Bacon, Inc. 1966 Chapter 7.
Dauer, Victor P. Dynamic Physical Education for Elementary School, Minneapolis, Minn: Burgess Publishing Company.

LEVEL: C - E

ACTIVITIES

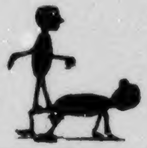
Instruct BOTTOM partner to balance on his hand and knees. The TOP person should take the same position with hands on shoulders and knees on hips of the bottom partner. Heads up and backs straight should be stressed. Change positions frequently to avoid fatigue.

DOUBLE CRAB:



Instruct bottom performer to assume a crab position. Top performer should straddle base and place hands on base's shoulders, feet placed on top of base's knee, eyes should be focused on ceiling.

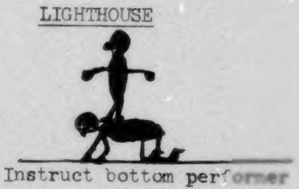
STATUE:



Instruct bottom performer to assume a crab position. The top performer mounts one knee at a time with the help of a third person. Top performer should stand erect.

ACTIVITIES

LIGHTHOUSE



Instruct bottom performer to balance on his hands and knees. Top performer stand on the shoulders with arms out to the side.

C. EXPLORATION:
Are there other ways that you can support your partner?

D. CHATTER TIME

VARIATIONS

- Can you lift one leg up, straight out.
- Can you stand on both feet arms out out to the side? one foot?
- Vary arm positions. Change directions
- Can you turn around in a small circle with arms out to the side?
- Can you make a sound like a fog-horn while you are turning?

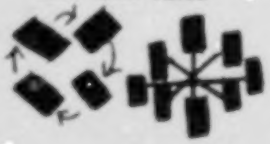
TEACHER INFORMATION

6. Sometimes students need assistance in getting on or off. Divide class into groups of three and rotate top-bottom- and spotting roles.
7. Read this lesson very thoroughly before working with your class. Think about it very carefully before introducing. You may want to take one activity per week rather than all in one lesson. Another approach can involve you working with one group at a time spotting while the others watch.
8. Discuss spotting...Remember the purpose of the spotter is to help the performer receive any weight and prevent a fall.
9. Discuss the names of the stunts and stress characteristics and movements associated with the name in the gymnasium and in the classroom.
10. Children should participate without shoes and sneakers-preferable barefoot. Girls must wear pants to avoid any modesty problems.

TEACHER INFORMATION

11. Organize your mats so you can see every group. Do not turn your back on any group. Circle formation or spoke is intimate and allows visability. Children work facing into circle.

KEEP MATS CLOSE



12. Provide a "stunt corner" in your classroom. Have groups practice.

MOVEMENT PROBLEM: IX. PYRAMIDS

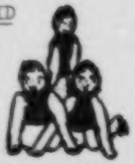
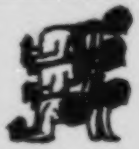
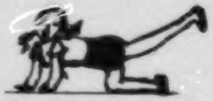
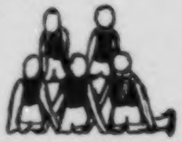
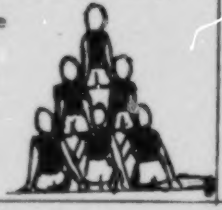
15.0 / 15.9

BALANCE

LOCATION: GYMNASIUM

LEVEL: C - E

EQUIPMENT/MATERIALS: MATS

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT **SHOULD BE ABLE TO:** 15.9.1 Listen and follow directions. .2 Differentiate between top performers and base performers. .3 Work with a group. .4 Accept the responsibility of the safety of other students. .5 Spot pyramid. .6 Identify pyramid. .7 Balance body and parts on classmate or two (2). .8 Avoid placing body weight on joints such as neck and spine. TEACHER OBJECTIVE: To provide group activities that focus on the dependence of one group for another and that also provide fun and fitness	A. WARM-UPS B. BASIC PYRAMID  Instruct 2 bases to balance on their hands and knees. Instruct top performer to climb on bases by putting hands on inside shoulders, each knee on backs of bases and balance. Spotter is to assist the top performer getting on and off. STACK THE CHAIRS - 3 TALL  Instruct strongest base to balance on hands and knees. Instruct the second strong-	VARIATIONS OF BASIC PYRAMID a. Top perform lift one (1) leg behind.  b. Add two more persons for pyramid. Three bases and two performers.  c. Add one small top to finish. 	1. Pyramids are designs using space at various levels. They may be high, low and in between. The design may begin from the center and extend, outward, or it may begin at the ends and travel to the center. Pyramids are actually combinations of individual and group stunts put into a meanful group design. 2. Divide class into groups of four (4). Three (3) to perform and one (1) spotter. Rotate positions. You can combine groups to increase the size of the pyramids. 3. There are many, many varieties of pyramids. If you have students who can perform a "HEAD STAND" or "HAND STAND" the following pyramids can be developed.	1. Are the students listening and following directions? 2. Have you considered class organization in terms of weight, size, strength? 3. Have you considered those students who work well with each other? 4. Have you discussed all safety considerations such as clothing, glasses, earrings, etc.? 5. Did you move slowly, in progression from one pyramid to another? 6. How can you relate pyramids to classroom activities? 7. Have you considered pyramids as a demonstration for parents? 8. Were you able to photograph the pyramid building unit? 9. Have you sought out resources that will provide additional activities for pyramid construction? 10. Did the students enjoy this activity?

MOVEMENT
PROBLEM: IX PYRAMIDS

RESOURCES:

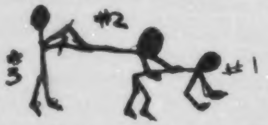
Pg. 2 of 15.9 | 15.0 / 15.9

LEVEL: C - E

ACTIVITIES

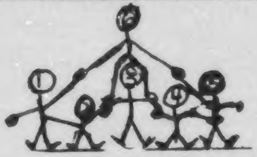
est to balance on base on hands and knees. Instruct the third and lightest to climb with the assistance of the spotter and balance on hands and knees.

WHEELBARROW PYRAMID



Instruct strongest base to balance body on hands and knees. Second strongest to place hands on hips of base, and third to lift legs of #2.

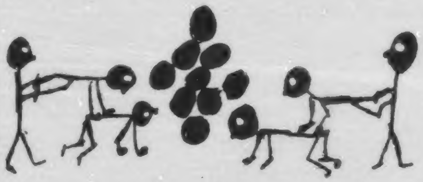
CHARIOT: 6 PERFORMERS ARE NEEDED



Instruct 5 players to stand in a row. Number 6 should be the lightest and smallest and should stand behind #3 (the center performer). Instruct #2 and #4 to bend forward, feet apart and put their outside hands around #1 and #5 and their

VARIATIONS

COMBINATIONS to create larger and versatile pyramids.



VARIATION: FLIGHT TO THE MOON

Two groups of six performers stand back to back on the mat. Each group builds a pyramid and upon receiving a signal each group moves in an orbit (clockwise).

ACTIVITIES

inside hands around #3. #3 or center stands straight with arms around #2 or #4, #6 steps on hips of #2 and #4 arms are out to join hands with #1 and #5 on signal, all players walk forward starting on the same foot.

TEACHER INFORMATION

SEE TEACHER-PUPIL EVALUATION COLUMN FOR ILLUSTRATION OF HEAD STAND AND HAND STAND

4. After the pyramid has been taught and you would like it to either be presented in a demonstration etc. Signals can be given so that everyone moves at the same time and it looks highly professional.

ALL STUDENTS AT EACH STATION LINED UP ON EDGE OF MAT.

COUNT I: Base performers take position on the mat.

COUNT II: Base performers get ready and top performers take position

COUNT III: The action takes place.

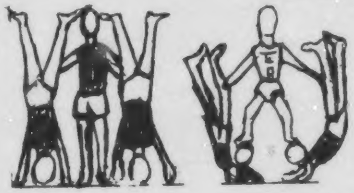
COUNT IV: Return to original position.

REMEMBER: Pyramids have form. A beginning, a middle and an ending.

5. SAFETY IN PYRAMID BUILDING. A major concern is to provide for safety factors. Mats must be used at all

TEACHER-PUPIL EVALUATION

HEAD STAND HAND STAND



Start Post - Testing.
Refer to Pre - Test.

TEACHER INFORMATION (continued)

times. Also recognize that your largest student is not necessarily your strongest.

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SUGGESTED BIBLIOGRAPHY: BALANCE

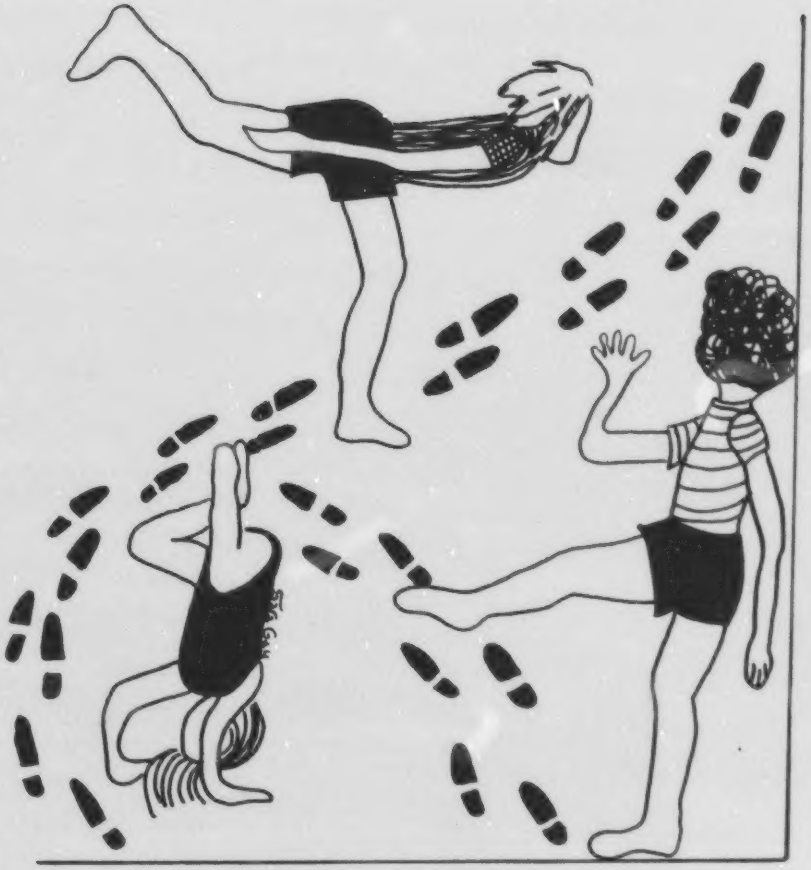
1. A.A.H.P.E.R. THE BEST OF CHALLENGE. Washington, D.C. : American Association for Health, Physical Education and Recreation, 1974. Vol. I and II. "Assorted Activities focusing on all areas of movements", Vol II : Activities II, pp. 19, 22, 42, 50, 52, etc.

2. Cratty, Bryant J. PHYSICAL DEVELOPMENT FOR CHILDREN: SELECTED PERCEPTUAL-MOTOR ACTIVITIES TO ENHANCE MOVEMENT ATTRIBUTES AND SPORTS SKILLS. Freeport, Long Island: Educational Activities, Inc., 1973. Card File #7, pp. 64-73.

3. Gallahue, David L., Werner, Peter H., Luedke, George C. MOVING AND LEARNING: A CONCEPTUAL APPROACH TO THE PHYSICAL EDUCATION OF YOUNG CHILDREN. Dubuque, Iowa: Kendall, Hunt Publishing Co., 1972. Chapter III, pp. 43-51, Chapter IV, pp. 53-80.

4. Kennedy, Joseph P. Foundation, et al. SPECIAL OLYMPICS INSTRUCTIONAL MANUAL ... FROM BEGINNERS TO CHAMPIONS. Washington, D.C. : American Association for Health, Physical Education, and Recreation, 1972. Chapter VI "Fitness and Conditioning - Balance", pp. 21-24.

5. TRAMPOLINE ACTIVITIES FOR ATYPICAL CHILDREN. Palo Alto, California: Peek Publication, 1969. "Guidelines for use of the trampoline as a developmental tool."



MOVEMENT PROBLEM: I. PRE - TEST: BASIC BODY MOVEMENT

16.0
16.1

BASIC BODY MOVEMENT

LOCATION: GYMNASIUM/LARGE PLAY AREA

LEVEL: A-B-D

EQUIPMENT/MATERIALS: TESTING PACKET: 1) Description of Basic Body Movement 2) Scoring Basic Body Movement Proficiency 3) Profile

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 16.1.1 Listen and follow directions. .2 Perform items on the the basic body movement test. .3 Work independently. TEACHER OBJECTIVE: To administer test to evaluate children's baseline performance in basic body movements and establish needs to further develop program.	A. WARM - UPS B. ADMINISTER PRE-TEST: SEE TESTING PACKET C. CHATTER TIME (PROVIDE ACTIVITIES FOR CHILDREN WHO ARE NOT BEING TESTED) VARIATIONS NO VARIATIONS UNLESS NOTED ON PROFILE SEE TEACHER INFORMATION #3	1. Read "Description of Basic Body Movement Test Items" CAREFULLY. Familiarize yourself with each item. 2. Prepare equipment, materials and supplies that will be necessary and organized room prior to testing. 3. Activities can be modified to provide success for each child. Note the modification on the pre-test profile. Post-test must not deviate so that evaluation will be accurate. 4. Record all scores in each child's permanent record folder. 5. Make the testing fun. 6. Familiarize the children with each phase prior to testing. 7. Set up classroom corners to provide time for children to practice items. 8. Provide time to test any absentee children.	1. Were the children listening and following directions? 2. Did you familiarize the children with the test items prior to testing? 3. Is the pre-test valuable for establishing baseline activities? 4. Did you provide rest intervals to avoid fatigue? 5. Were you able to motivate the children to "TRY" items if they felt they couldn't perform? How? 6. Did you praise the children while they were performing? 7. Is the profile satisfactory for posting the pre/post results? 8. Did you provide for individual differences? Did you note modification on profile? 9. Have you planned remedial activities for children who scored below average on the test? 10. Did you make provisions to test the children who were absent for the whole (or	part of) test? 11. Did you discuss the results with the children, parents, and supervisors? 12. Are you able to provide motor activities for parents to help their children at home? 13. Did you plan and utilize your space and equipment to minimize testing time and maximize participation?

BASIC BODY MOVEMENT PROFILE

DATE	I BALANCE				II LOCOMOTOR								III AGILITY	IV FITNESS											V THROWING CATCHING		
SCHOOL CLASS LEVEL TESTER PUPIL'S NAMES	TOTALS	One foot, 6 seconds	One foot, arms folded, 4 seconds	" " " Eyes closed	Crawl 15 feet	Walk 30 feet	Hop forward 3 times	Jump forward 3 times	Jump backward 3 times	Hop forward into squares	Jump forward into squares	Jump backward into squares	Stand 1 second	Stiff body pull ups 4-6 (under 12 yrs.)	Regular pull-ups (over 12) BOYS	Stiff body push-ups 5-BOYS ONLY	Knee push-ups (GIRLS)8-10 count	Leg raise, 6-10 seconds	Bent knee sit-ups 3-6	Shoulder Raise 6-10 seconds	Broad Jump	Vertical Jump	Floor touch	Shoulder Flex	Throw for Distance	Throw for Accuracy	Catch a 3 inch ball from 6ft.
		1	②	3	④	⑤	6	7	8	⑨	⑩	⑪	⑫	⑬	(13a)	⑭	(14a)	⑮	⑯	⑰	⑱	⑲	⑳	㉑	㉒	㉓	㉔
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Items, I, II, III general information. Circled items used to determine motoric proficiency. Uncircled items general information.

RATINGS: 3 - ABOVE AVERAGE 2 - AVERAGE 1 - BELOW AVERAGE 0 - CANNOT PERFORM

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SCORING BASIC BODY MOVEMENT PROFICIENCY

A. OVERVIEW

The following is a screening instrument intended to identify a child's BASIC BODY MOVEMENT PROFICIENCIES. The test items were selected because they best identify a child's strengths and weaknesses in each of the six major motor areas:

I. Balance
II. Locomotor
III. Agility
IV. Fitness
V. Throwing
VI. Catching

There are a total of twenty-four test items. However, when screening, use only circled items (Nos. 2,4,5,9,10,11,12 etc.). The other items are included if more information is desired or there is an uncertainty in the child's motor performance.

Items number 13A and 14 are to be administered to boys only. Item 14A is for girls only. Item 13 is for boys and girls under the age of 12.

B. RATING

Most of the test items include an "average" time or count. For example item #2 asks the child to balance on one foot for 4 seconds; item #13 asks the child to perform a stiff arm-pull-up 4-6 times.

If the child performs the skill for the indicated length of time or for the listed number of repetitions or quality outlined in the description of the activity, he is given a rating of 2 (average) under the test items on the same line as his name.

If he surpasses the "average", he will be given a rating of 3.

If the child performs the skill or activity but fails to achieve the "average", a rating of 1 is awarded.

If the child, on the other hand, fails to perform a skill, a rating of 0 is awarded.

Total the circled items and enter the scores in the correct column. (PRE/POST)

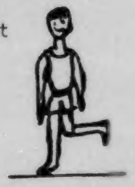
DESCRIPTION OF BASIC BODY MOVEMENT TEST ITEMS

The following is a description of each test item. Familarize yourself with each item so that you may quickly evaluate your student's BASIC BODY MOVEMENT PROFICIENCY.

I. BALANCE

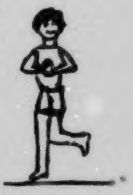
A. One foot balance:

Ask the child to stand on one foot, keeping hands at sides. The foot should be fixed and the balance position should be held for at least six seconds.



B. One foot balance with arms folded:

If the child can balance on one foot for at least four seconds, then ask him to stand on the same foot and balance with his arms folded across his chest for four seconds.



C. Eyes closed:

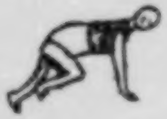
If the child can do the one foot balance with arms folded, make the task more difficult by asking the child to balance on one foot, arms folded and eyes closed.

"If a child can accomplish the latter task, it is probable that extensive work in balance training is 'not' necessary. On the other hand, if he fails to maintain an eyes closed balance, it is usually indicative for some basic neuro-motor problem which should be given the attention it deserves."

II. LOCOMOTOR TASKS

A. Crawling:

Ask the child to get on his hands and knees and crawl fifteen feet.



B. Walking:

The child is to walk forward for a distance of thirty feet.

C. Hopping:

Have the child hop forward on one foot at least three times.

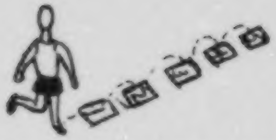
D. Jump forward:

Ask the child to jump forward with both feet simultaneously at least three times.

E. Jump backwards:

The child is asked to jump backwards using both feet at least three times.

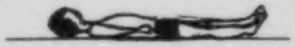
If the child demonstrates good cross extension pattern in both crawling and walking and if he can hop on one foot three times, jump forward and backward at least three times, he should then be asked to hop into six (6) one (1) foot squares placed in a line one foot apart. He should then jump forwards and backwards into the same squares. These tasks require greater accuracy and control.

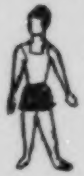


"If the child can accomplish these latter tasks, relatively little time should be spent upon basic locomotor activities, and he can then proceed to more complex activities involving change of direction, ball handling and other game skills."

III. AGILITY:

Ask the child to lie on his back with his feet toward you. Then ask him to stand and face you as quickly as possible. If the child is six years or over, he should be able to rise to his feet in about one second.



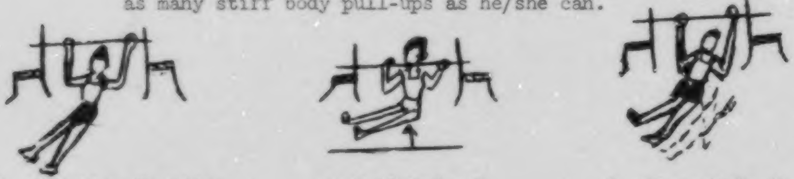


IV. FITNESS:

A. SHOULDER-ARM

1. Arm Strength:

Under the age of 12, have the child (boy or girl) perform as many stiff body pull-ups as he/she can.



1. Starting Position
2. Pull Body Up
3. Lower Body to Starting Position

STIFF BODY PULL-UP

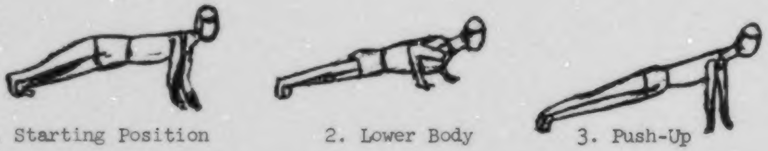
Place a window pole or broom handle on two chairs that are back to back or two classroom tables. The child slides under the pole and between the chairs. He grabs the pole with the thumbs facing each other and the hands placed shoulder distance apart. The body remains stiff and the feet stay on the floor while he pulls up.

If the boy or girl can perform at least four (4) stiff body pull-ups, he/she has demonstrated sufficient arm strength.

(Over age 12, a boy should be able to perform one or two pull-ups on a horizontal bar.)

2. Shoulder Strength:

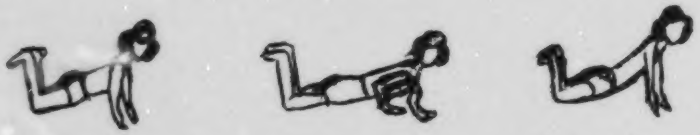
A boy should be able to perform five (5) stiff body push-ups.



1. Starting Position
2. Lower Body
3. Push-Up

STIFF BODY PUSH-UPS

A girl should be able to perform eight (8) knee push-ups in order to demonstrate average shoulder strength.



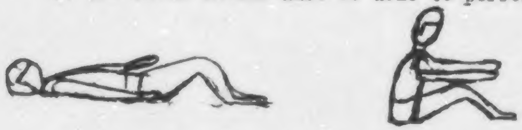
1. Starting Position
2. Lower Body
3. Push-Up

KNEE PUSH-UPS

B. Abdominal Strength:

1. A child should be able to hold his legs about twelve (12) inches high while lying on his back for 6-10 seconds.

2. The child should also be able to perform, at least, 3-6 sit-ups.

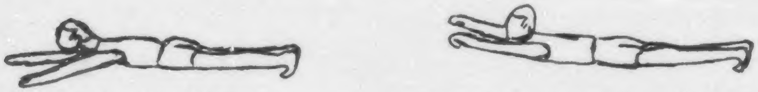


1. Starting Position 2. Sit - Up

SIT-UPS

C. Back Strength:

The child should lie on his stomach and raise his head, shoulder and arms above the ground, holding this position for at least 6-10 seconds.



1. Starting Position 2. Raise shoulders off the ground.

SHOULDER RAISE

D. Leg Strength:

1. Broad Jump:

A girl's leg strength can be assessed by asking her to broad jump a distance equal to her height. A boy's leg strength can be measured by asking him to broad jump one foot greater than his height.

2. Vertical Jump:

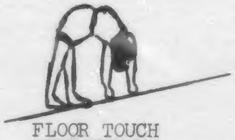
Boys and girls are asked to jump vertically a distance of eight to ten inches higher than they can reach above their head.

1. Starting Position 2. Jump

VERTICAL JUMP

E. Rear Leg and Trunk Flexibility

Ask the child to bend forward at the waist, keeping his knees straight in an attempt to touch the floor. If the child can touch his fingers to the floor, he has a fair degree of flexibility. If he touches his palms to the floor, he has a good degree of flexibility.

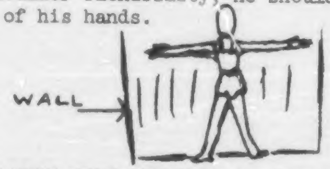


FLOOR TOUCH

F. Shoulder-Girdle Flexibility

Ask the child to stand with his heels approximately twelve inches from a wall, arms extended laterally, shoulder height. The palms of the hands should face away from the wall.

If the child has good shoulder flexibility, he should be able to touch the wall with the backs of his hands.



TOUCH THE WALL WITH THE BACK OF THE HANDS

"Thus if a child can exhibit reasonable back, abdominal, shoulder-girdle strength as well as appropriate leg power after evaluating him...specific exercises should be used sparingly, and the emphasis should be placed upon sports skills, and upon tasks which will involve necessity for muscle groups to work 'in concert'. Similarly, if the flexibility tasks are accomplished reasonably well, no specific exercises are probably called for."

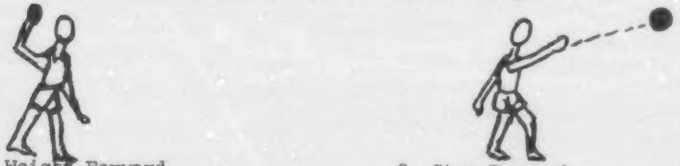
V. THROWING AND CATCHING

A. Throwing:

A child over age six, when ask to throw a ball (3-4" in diameter), should demonstrate a weight shift forward when he releases the ball.

B. Throwing for Distance:

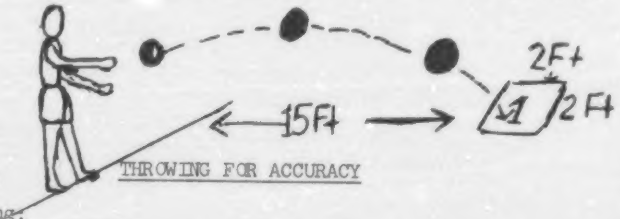
When he is asked to throw a ball as far as he can, the child should take a step forward with the opposite foot from his throwing arm, as well as shift his weight forward.


1. Weight Forward
2. Step Forward

THROWING

C. Throwing for accuracy:

Ask the child to throw the same ball (3-4" in diameter) into a 2" x 2" square drawn on the floor fifteen (15) feet away. He should hit any part of the target three out of five tries.



THROWING FOR ACCURACY

D. Catching:

1. Catching a large playground ball (diameter 8").

A child should be able to catch this ball three out of five times when it is bounced to him from a distance of ten feet away.

2. Catching a smaller ball (3-4" in diameter).

If a child can catch the larger ball four out of five times, have him attempt to catch a small ball. Throw this ball to the child without a bounce, from a distance of six feet. The throw should be chest high with the arc of the ball not higher than the child's head.

Proficiency is demonstrated when a child is successful three out of five times.

MOVEMENT PROBLEM: II. TASK ANALYSIS: HOW THE BODY MOVES (LOCOMOTOR)

16.0 / 16.2

BASIC BODY MOVEMENTS

LOCATION: GYMNASIUM

LEVEL: A-B-D

EQUIPMENT/MATERIALS: RECORD PLAYER, ALBUM # LP 9077, "1-2-3-MOVE"; LP 9075"DEVELOPMENTAL MOTOR SKILLS FOR SELF AWARENESS (DRUM, TAMBOURINE)

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 16.2.1 Listen and follow directions. .2 Travel through space without collision. .3 Crawl. .4 Walk. .5 Run. .6 Jump. .7 Hop. To include repetitions, direction, level, tempo, pathways, patterns, mimetics. TEACHER OBJECTIVE: To provide developmental, sequential tasks which lead to the learning of basic body movements that are efficient and fun.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE: "Today, we are going to explore how our body moves and travels through space. We are first going to explore a movement called the crawl." .Can we balance our body on our hands and knees? .How many body parts are we balancing on? .Can we travel forward... backward...to the right side...left side? .Can we turn like a "top" in that position? Question children to illicit mimetic crawling movements: .Crawl like a baby .Crawl like a spider .Crawl like a turtle .Crawl like a worm	.Use music	1. CRAWLING: forward motion on hands and knees. CREEPING: forward motion on stomach. "It has been demonstrated that by having mentally retarded children practice crawling and creeping on a regular basis and by providing developmental activities to improve their gross motor coordination, then they can develop stronger neurological foundations, providing a more efficient base for more efficient functioning". 2. Throughout the curriculum you will find activities that focus on the development of LOCOMOTOR SKILLS. Integrate the activities, stress body mechanics. Analyze movement. 3. Refer to Bibliography for books that provide analyses of locomotor activities.	1. Were the children listening and following directions? 2. Are the children developing efficient body mechanics as they explore movement? 3. Are they performing creative or imitative locomotor movements? 4. Are the children moving to empty spaces and avoiding collisions? 5. Are the children developing control of the speed of their body movement? 6. Are the children reacting well to the sequences in this lesson? 7. Are the children demonstrating vigorous, creative and efficient movements? 8. Do you see improvement in body movements? 9. Are you comfortable with this lesson? 10. What additional activities can you provide to reinforce concepts in the classroom? 11. Are you watching for signs of fatigue?

MOVEMENT PROBLEM: II. TASK ANALYSIS: HOW THE BODY MOVES (LOCOMOTOR)

Pg. 2 of 16.2 16.0/16.2

RESOURCES: 1) Albums: Kimbo Education, P.O.Box 246, Deal N. J. 07723 2) Physical Activities for the Mentally Retarded; Ideas for Instruction, American Association for Health, Physical Education, and Recreation 1201 Sixteenth Street, N. W., Washington, D.C. 20036

LEVEL: A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
"Let's look around and see if we have enough personal space?" .Question children to walk into open space in the following body positions: .Natural walk maintaining bilateral cordination etc. .Tip-toes..Heels..Fast..Slow.. Large Long Steps.. Long Wide Steps..Etc. .Continue questioning as above in walk to include: .Walking in place. .Walking with toes pointing in ...pointing out. .Walk without use of arms. .Walk with giant arm circles. .Walk on the outside of foot... inside. .Etc. Run: A run is faster than a walk. Runs can be slow, moderate or fast depending on the need. .Can you run slowly without colliding with anything or anyone? .Can you run quickly? .Can you run at a moderate speed? .Can you run forward...backward? .Can you run like a:	Walking (Low body position-variety of body parts) WHILE SITTING: .Can you sit and pull your body forward using only your legs? .Can you walk backward with your feet? .Can you lie back and still move forward...backward...sideward? .Include in your questioning a change of direction, level, pathways and mimetics. .Walk like a sad clown. .Walk like a monkey. .Walk like a giraffe. .Walk like a giant. .Include in your questioning a change of direction, level, pathways, mimetics...hop like a happy bunny; run like a cat.	4. Cue children to insure that they have enough general space to travel through open spaces safely. 5. Incorporate music into the lesson. The above albums will provide music for the specific activities BUT "ANY RECORD WITH THE RIGHT RHYTHM" will be more than sufficient. A drum or tamborine can be extremely effective to create movement. 6. To avoid fatigue vary activities. 7. Encourage the children to create their own sense of movement and activity. 8. Prepare for discussion prior to the activity to insure childrens understanding: What travels fast...slow? What is moderate or in-between? This can take place in the classroom and reinforced in the gymnasium. 9. Use the chatter time effectively. Ask the children, "What did we do today?" Have them demonstrate... verbalize, etc!	12. Are you providing a variety of music or musical instruments for the children to perform tasks? 13. Are you looking into additional resources which will assist you in developing new challenges for the children? 14. Are you providing time for the children to practice skills?

MOVEMENT
PROBLEM: II. TASK ANALYSIS: HOW THE BODY MOVES (LOCOMOTOR)

RESOURCES:

Pg. 3 of 16.2

16.0 / 16.2

LEVEL: A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
.Rabbit? .Deer? .Elephant? .In a circle? .Figure 8 pattern? .Run and step on all the lines on floor? .Zig-zag pattern? Jump: Transfer of weight from both feet to both feet. .Can we jump up and land softly? .Can we jump a little higher.. higher? .Can we blast off and touch the ceiling? .Can we jump forward...backwards.. sidewards to the right...left? .Can we jump for distance? .What are some of the things we must change to let us jump for distance rather than height? Hop: Transfer weight from one foot to the same foot. .Hop as high. .Short hops. .Long hops. .Hop on one foot then the other. .Hop on all the black lines or red lines. etc. C. CHATTER TIME		10. Have the children bring in pictures of people running, skipping, walking, etc. Develop Bulletin Board for follow-up discussions. 11. Provide opportunities for children to work in partners or groups. This is an enriching social experience which reaps a great deal of satisfaction for the children. 12. Do not hesitate demonstrating for children. But, if you are uncomfortable, select a student who is competent in the skill. 13. Provide opportunities for the children to transfer from one movement to another. 14. Provide opportunities where the children must speak, count, etc.	

MOVEMENT PROBLEM: III. TASK ANALYSIS: HOW THE BODY MOVES (LOCOMOTOR)	16.0 / 16.3
	BASIC BODY MOVEMENT
LOCATION: GYMNASIUM	LEVEL: A-B-D
EQUIPMENT/MATERIALS: RECORD PLAYER, ANY RECORD WITH THE RIGHT RHYTHM	

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 16.3.1 Listen and follow directions. .2 Find a personal space. .3 Think safety. .4 Skip. .5 Slide. .6 Gallop. 16.4-6 : To include direction levels, pathways, patterns, mimetics. TEACHER OBJECTIVE: To provide developmental, sequential tasks which lead to the learning of basic body movements that are efficient and fun.	A. WARM-UPS: Refer to 16.2 and review activities. B. MOVEMENT EDUCATION TECHNIQUE: "Today, we are going to continue how our body can move and travel through space. Let's begin with SKIPPING!" .Can you find your personal space? .Can you see open spaces that you can travel to? .Can you take one step forward...can you hop on that same foot? .Can you take a step forward on the other foot... can you hop on that same foot? .Can we do that a little faster...faster?	Skip in a straight line... a circle...etc. When I clap can you skip in a new direction? Can you skip to a new place? Can you skip backward?	1. SKIPPING is one of the most difficult movement patterns for children to learn. Children are not taught to skip generally but once learned it is an exhilarating experience. 2. Maturationally, if the child is not ready for the activity, he will not skip. Review pupil characteristics and evaluate handicap. 3. A skip is comprised of a step-hop pattern alternating feet. The rhythm is uneven. Verbal cue: STEP-HOP-STEP TEACHING HINTS:- Movement should be high and light. Increase speed as rhythm and skill improve. Change directions and flow of skip. Allow children to practice. 4. SLIDE: STEP TO SIDE, bring other foot up to	1.Are the children listening and following directions? 2.Are the children responding appropriately to-walk crawl, run, jump, hop? 3.Are the children responding to the developmental steps involved in the analysis of the skip? Are you providing practice time? Using music? 4.Are the children maintaining rhythm and continuous movements? 5.Are they able to skip and change direction? 6.Are they able to skip in place? 7.Are they involving their total body while skipping? (Arms swinging, etc.) 8.Was the music appropriate for the activity? 9.Were you able to combine locomotor movements? 10.Were the children able to make the transition of one movement to another smoothly? 11.Are you able to develop games that focus on loco-

MOVEMENT PROBLEM: III. TASK ANALYSIS: HOW THE BODY MOVES

RESOURCES:

Pg. 2 of 16.3

16.0 / 16.3

LEVEL: A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
"Let's explore SLIDING!" .Can you step sidewards to the right? .Can you bring your other foot to the first foot? .Can you repeat that again...a little faster...a little faster? That is a SLIDE to the right. .Can you all say SLIDE? .Can you step in the other direction and slide? That is a slide to the left. .Can you slide to this music? "Our last movement is called the GALLOP. What kind of animals GALLOP? A GALLOP IS A FORWARD SLIDE! .Can you step forward with one foot...and bring the other foot to the first? .Can you do that again...again...again? .Can you change feet...alternate feet? Can we gallop to the music? C. CHATTER TIME	"Ice skaters slide across the ice." .Can we all be skaters? .Can you find a partner and slide to this music? .Can we all slide together? .Can you gallop four (4) times with your right foot leading and stop? .Can you gallop four (4) times with your left foot leading and stop? .Can you gallop four (4) times with the right leading and four (4) times with the left leading?	the first. TEACHING HINTS:- Movement and rhythm should be continuous. Good body balance is required. 5. Gallop is a forward slide. TEACHING HINTS:- Movement and rhythm should be continuous. Good body balance is required. 6. Add music to your lessons. SPECIAL NOTE:- BALANCE is an important factor in movement. If the children have balance problems use the task analysis approach to work on the learning of the skill sequence thereby improving the balance.	motor movements? 12.Did the children have fun? 13.Are you comfortable with the movement challenges?

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16.0
16.4

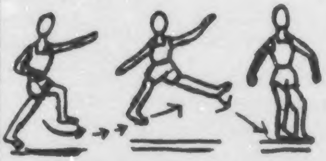
MOVEMENT PROBLEM: IV. TASK ANALYSIS: HOW THE BODY MOVES (LOCOMOTOR)

BASIC BODY MOVEMENT

LOCATION: GYMNASIUM

LEVEL: A-B-D

EQUIPMENT/MATERIALS: RECORD PLAYER

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	ACTIVITIES	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 16.4.1 Listen and follow directions. .2 Leap. .3 Prance. 16.2;3: To include direction, level, **tempo**, **pathways**, patterns, mimetics. TEACHER OBJECTIVE: To provide developmental, sequential tasks which lead to the learning of basic body movements that are efficient and fun.	A. WARM-UPS: Refer to 16.2 and 16.3. Select appropriate activities focusing on skill development. Provide practice time. B. MOVEMENT EDUCATION TECHNIQUE: "Today we are going to explore the leap. A leap is a modified run." .Can we all stretch a leg as if we were going over a big puddle...again? .Can we travel over all the puddles on the floor? .How high can you go over the puddles? "PRANCING" is another movement that we are going to explore. What kind of animals prance? In place, can you lift one leg high and put it down...the other leg? Can we do it again? .Can you prance around the room?	C. CHATTER TIME	1. Teacher prepared or student prepared materials. Have children draw, build, etc. a rainy day environment that can be used for this particular lesson. 2. Analysis of LEAP: A LEAP is a modified run. Take-off.  3. SOME COMMON PROBLEMS: .Failure to use arms to get proper lift-off. .Inability to land on the opposite foot. .Failure to stretch and react with legs. 4. A PRANCE is an exaggerated run. CUE: The knees are lifted high and there is a definite bounce in the movement (as in marching).	1. Are the children listening and following directions? 2. Are the childrens movements smooth? 3. Are the children able to control their movements to the music? 4. Are the children reacting well to the changing situation? For example: One movement to another, etc.? 5. Can the child associate the name to the movement? Can he say the name? Can he count the steps? 6. Do the children enjoy the expression of movement? 7. Can the children leap and prance? 8. Can the children perform the imitative movements? 9. If they cannot, what can you do to help them? 10. What additional sources can you use to assist you in teaching this skill? 11. Did the children have fun? 12. Do you see a significant improvement in their body movements?

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MOVEMENT PROBLEM: V. TASK ANALYSIS: HOW THE BODY MOVES (NON-LOCOMOTOR)

16.0 / 16.5

BASIC BODY MOVEMENT

LEVEL: A-B-D

LOCATION: GYMNASIUM/LARGE PLAY AREA

EQUIPMENT/MATERIALS: RECORD PLAYER, "ANY FAVORITE ALBUM"

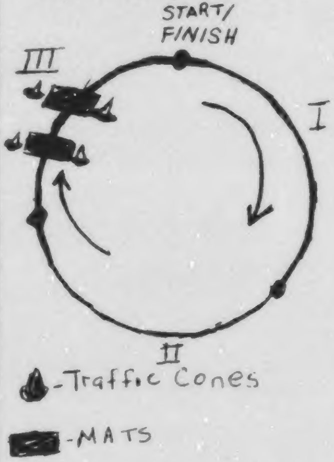
RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 16.5.1 Listen and follow directions. .2 Find a personal space. .3 Respond motorically to phrase "MELT LIKE BUTTER" (collapse without injury). .4 Rock. .5 Roll. 16.2-5: To include directional changes, level changes, tempo changes, pattern changes, mimetics. TEACHER OBJECTIVE: To provide non-locomotor movements to expand BASIC BODY MOVEMENTS.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE: "Today, we are going to explore our body movements as we travel through our own personal space." .Can we find our own personal space? .Can you make your body 'slowly' "MELT LIKE BUTTER." (collapse) .Can we do that again very, very slowly? .Can we now blast-off and try to touch the ceiling? (STRESS: soft landing to avoid injury) .Balancing on two (2) body parts can we ROCK our body back and forth ...side to side? 3...4...5...6 body parts? .Can we make bigger rocking movements...smaller? .Can we rock smoothly? "Let's explore how we can change a ROCK to a ROLL."	Go through tasks very slowly and then develop a circuit to encourage combination of the: RUN, VERTICAL JUMP, COLLAPSE, ROCK, ROLL. *See Teacher Information #8 for circuit. POPCORN GAME:- "Today, we are going to pop popcorn. We are in a big frying pan and we are the kernels. (Add the ingredients-butter, heat) We're getting puffier, puffier and puffier and we're starting to POP-POP-POP. Let's add the salt." .How many different ways can we rock forward... backward...etc.?	1. Stress bending knees while jumping to avoid injury. Say to class: "Can you jump softly?" 2. Refer to Body Image, Level A-B-D. for additional activities which focus on rock, roll, curl, etc. 3. The "MELT LIKE BUTTER" cue is called a COLLAPSE. Other cues for collapse are:-MELT LIKE A SNOWMAN, ICE CREAM CONE, ETC. 4. Encourage movement from different body positions, i.e., standing, sitting, lying on front, back, sides. 5. You will note that rocking on the back is generally easier. 6. Do not hesitate physically rocking or rolling a student so that he can get the "FEEL OF THE ROCKING MOVEMENT."	1. Are the children listening and following directions? 2. Do the movement experiences provide for a wide range of challenges? 3. Are the children experiencing success? 4. Are you reviewing concepts in previous lessons? 5. Do these techniques best facilitate the best possible learning? 6. Is the environment, supplies or materials conducive to good learning? 7. Are the children having a good time? 8. What other games can you provide to evoke creative responses? 9. Are the children providing a wide variety of motor responses? 10. Are you praising the children for their good performance? 11. Are you looking for creative imaginative responses and having the rest of the class experience the

MOVEMENT
PROBLEM: V. TASK ANALYSIS: HOW THE BODY MOVES -- NON LOCOMOTOR

RESOURCES:

Pg. 2 of 16.5 | 16.0 / 16.5

LEVEL: A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
.Lying on your front, can you ROCK from side to side? Can we try that again? .Can we rock from side to side four (4) times...1-2-3-4? Can you count them? SLOWLY, SAY TO CLASS: Lying on your back, with your hands stretched over your head -- Can you now rock from one side, to your front, to the other side, to the back, to your side, front, side etc. "That is what we call a roll. You all look like logs rolling." C. CHATTER TIME	Focus on different directions... different levels. Stress good balance and body positions. Specify log rolling to the right--left.	7. A rock becomes a roll when the movement continues to go in the same direction. *8. Circuit to encourage the following movement combinations. I. RUN II. VERTICAL JUMP III. COLLAPSE/ROLL  	movement? 12. Do you provide adequate practice time for skill development? 13. Are you providing repetitive activities? 14. Is their a transfer of learning processes occuring? 15. Are you comfortable with the lessons?

MOVEMENT PROBLEM: VI. TASK ANALYSIS: HOW THE BODY MOVES (NON-LOCOMOTOR)

16.0 / 16.6

BASIC BODY MOVEMENT

LEVEL: A-B-D

LOCATION: GYMNASIUM/LARGE PLAY AREA

EQUIPMENT/MATERIALS: RECORD PLAYER, "ANY FAVORITE ALBUM"

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 16.6.1 Listen and follow directions. .2 Find personal space. .3 Stretch body and body parts. .4 Twist body and body parts. .5 Swing body and body parts. .6 Bend body and body parts. .7 Say the words. (above) .8 Differentiate between movements. 16.6.3-8 To include directions, levels, tempo, pathways, patterns, mimetics. TEACHER OBJECTIVE: To provide developmental, sequential tasks to facilitate the learning of motor skills.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE: STRETCH: .Standing in your personal space can you try to touch the ceiling? .Can you do that again and get "a little higher?" "There is a name for that movement. It is called a STRETCH? Can we all say the **word** STRETCH?-------Good! Now, let's really, really S-T-R-E-T-C-H our whole body...get up on your toes ...stretch those fingers, arms, legs, etc." TWIST: .Keeping your feet on the floor, can you stretch your arms out to the side? .Can you twist your hands so they face the ceiling ...floor...your body... the walls?	Isolate body parts: .Stretch one arm up...down ...forward...backward. .Stretch one leg to side. .Stretch other side... right...left. .Stretch arms to side. .Stretch legs to side (straddle) .Etc. EXPAND .Lying down, stretch one arm -opposite leg. .Alternate movements. .Right-left-right-left-both. EXPLORATION .How many different ways can you stretch your body? .Change levels...speed.	1. Level changes in the body can create stretching movements. 2. If children are having difficulty with the word or concept stretch, set-up conditions where children have to reach high, forward, sideward, etc. 3. Incorporate STRETCH in classroom object lesson. .Rubber bands .Tire tubes. .Taffy 4. Utilize a variety of equipment to reinforce movements. For example: How low can you get the ball over your head? 5. Our children must know that their bodies can create many shapes. Provide imitative movements. "Stretch like a rubber band." 6. TWIST is different than a TURN --a TURN is produced by revolving the whole body while a TWIST forces one body part	1. Are the children listening and following directions? 2. Are the children's body mechanics improving? 3. Are you allowing for sufficient practice time of the skills? 4. Are you teaching the words and building your children's vocabulary? 5. Are you able to utilize these movements in your classroom to reinforce learning? (object lessons) 6. Did you praise good performance and assist those students who are having difficulties? 7. Are you reviewing past behavioral objectives? 8. Are you providing challenging tasks for advanced children? 9. Is the music eliciting the following movements: stretching, bending, switching, etc.?

MOVEMENT
PROBLEM: VI. TASK ANALYSIS: HOW THE BODY MOVES -- NON-LOCOMOTOR

Pg. 2 of 16.6 | 16.0 / 16.6

RESOURCES:

LEVEL: A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
.Keeping your feet on the floor .Can you put one shoulder in front of you and the other shoulder behind you? .Can you change..right... left? .Can you do that again... faster...slower? SWING: .Can we swing our arms forward and backward? .Can you make big, big circles with your arms? .Can you swing your arms around and clap as they go? .Can you swing one arm forward and the other backward? .Can you swing one arm and one leg forward and backward? BENDING: .Can you- .Put your chin to your chest? .Put your ear to shoulder? .Put nose to ceiling? .Slide hand down your side an hold your knee? .the other side? (right-left)? .Touch your chest to knees? .Touch your ankles? .Touch your shoulders? .Bring knee to chest? .Touch your foot to buttocks?	.While on your back, can you lift your feet so that the soles of your feet are looking at the ceiling...walls...etc.? .Change levels...speed. PROVIDE SWINGING MUSIC .Change body levels and question. .Can you put one arm up and one down? .Can you swing your arms up and down your sides? .How many different positions can you be in and still swing your .head .trunk .etc. .arms .legs .Change levels and repeat questions. .Can you travel and each time I clap bend another body part. C. Provide activitites that incorporate two (2) movements. For example: .Can you bend and stretch? .Etc. D. CHATTER TIME	to rotate and all else remains stationary. 7. Discuss the opening of a jar as it relates to twisting. 8. Swinging involves a pendulum motion. One body part is fixed and the other travels freely and forms an arc. 9. BENDING: Brings two (2) body parts together. Opposite of stretching. 10. Look for the following while children are performing: STRETCH: Boys are not as flexible as girls and may not get as much stretch as girls. MOTIVATE. Have children work at their own pace. COMMON PROBLEMS TO LOOK FOR: TWIST: loss of balance due to uneven movements. Exaggerated stiffness. SWING: loss of balance because force of swing; .inability to swing in opposition because children are not provided with enough activities. 11. Provide background music	10. Are you providing challenges which involve partner or group responses? 11. Can you provide games that reinforce the learning of specific movements? 12. Are you providing a chatter session which allows children to demonstrate movements and to talk? 13. Are the tasks appropriate for your group? TEACHER INFORMATION (CONT'D) for children. Assist children to move rhythmically. 12. Use equipment when appropriate to challenge those students who who are not having difficulty.

MOVEMENT PROBLEM: VII. EXPLORATION ACTIVITIES FOCUSING ON BASIC BODY MOVEMENT

16.0 / 16.7

BASIC BODY MOVEMENT

LOCATION: GYMNASIUM/LARGE PLAY AREA

LEVEL: A-B-D

EQUIPMENT/MATERIALS: BEAN BAGS

RESEARCH REFERENCES: CRIST, THOMAS
HUMPHREY, JAMES "THE MATHEMATIC MOTOR ACTIVITY STORY"

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 16.7.1 Listen and follow directions. .2 Perform locomotor movements. .3 Associate movement to ideas. .4 Combine locomotor movements. .5 Respond to a variety of cues such as clapping hands, starting music, drum beat, other musical cues, colors, etc. TEACHER OBJECTIVE: To provide an environment that encourages children to use a locomotor movement or combinations of locomotor movements.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE: .How many different ways can you: .Crawl .Hop .Walk .Run .Skip .Jump .Prance .Can you spin like a a top and crawl? .Can you walk (run, etc.) like a puppy dog...tightrope walker..clown...soldier...senior citizen with a cane...rag doll...police officer with his stick? .Can you walk and then run? .Can you walk and skip? .Can you run and walk? .Can you run low and walk tall? Can you hop on one foot... other?...run and leap?... walk and prance? D. CHATTER TIME	B. Include music. Vary direction, level, tempo, pathways, patterns, mimetics. .How many different ways can you walk...run... skip and balance a bean bag on your head... shoulder...etc? TASK NUMBER CARDS .Can you walk four (4) and skip four (4)? .Etc. See Teacher Information #3.	1. Change cues frequently such as: .When I clap hands... .When you hear the drum beat... .When the music starts (or stops)... When you see this colored circle... 2. Games of low organization focus on locomotor movements. IMPORTANT NOTE: Utilize games when children are ready to handle team play concepts. Dance is another area that employs locomotor movements and combinations. Restructure the games and dances to include a variety of locomotor movements to meet your childrens needs. 3. Develop task number cards for movement patterns. Teach numbers and mathematics through movement.	1. Are the children listening and following directions? 2. Are the children able to perform locomotor movements in different and creative ways? 3. Are the children able to transfer from one movement to another without losing their balance? 4. Are they able to balance an object while travelling? 5. Are the children able to read task number cards? 6. Are you developing questions to include level changes, directional changes, etc.? 7. Are they developmental and sequential? 8. Are you providing skill development practice time? 9. Are you providing remedial work for those students who are not achieving? 10. Are you researching this area for additional assistance? 11. Are the children having fun?

16.0 / 16.8

BASIC BODY MOVEMENT

LEVEL: A-B-D

MOVEMENT PROBLEM: VIII. BASIC BODY MOVEMENT FOCUSING ON CREATIVE DANCE

LOCATION: GYMNASIUM/LARGE PLAY AREA

EQUIPMENT/MATERIALS: RECORD PLAYER -- "ANY RECORD WITH THE RIGHT RHYTHM"

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 16.8.1 Listen and follow directions. .2 Respond to the word HAPPY. .3 Travel in a happy manner. .4 Respond to swing, bend, stretch, shake. .5 Perform an upside-down shape. .6 Imitate a circus clown. .7 Participate in a happy dance. .8 Be an observer. .9 Interpret beginning, middle and ending. TEACHER OBJECTIVE: To provide movement activities that evoke an awareness of body language and its relationship to a HAPPY THEME.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE: "Today, we are going to explore the word "HAPPINESS" through movement and what it means to us. Then we are going to create a class "HAPPY DANCE." .When I say go, can you travel happily to a place in the room to work? .What body parts can you move happily? .Can you swing body parts happily...bend...stretch...shake? .Can you find an upside-down happy shape? "So far we have explored many ways of moving happily in our personal space. Let's travel through general space like a circus clown...	Discuss term "HAPPY" .Can you travel happily to another place changing your level...movement...direction...shape...pathway...etc? .Can you move your body parts happily in that position?	1. Creative dance begins with the exploration of the elements of dance. (Body, space, force and time). Essentially, this is movement and what we have been doing throughout the curriculum. Body and body parts MOVE, (i.e. They stretch, they sway, they shake); and, they travel using various steps (walk, run, etc.) .The body makes shapes in space whether it is travelling through or sitting in space. .Movement can be changed via the changes in FORCE. i.e. heavy vs. light, smooth vs. jerkey. .Time in music and movement is identified as the underlying beat. This is fast and/or slow duration long and/or short; any combination produces a rhythmical pattern or sequence.	1. Are the children listening and following directions? 2. Did the children fully explore all the elements of the theme "HAPPY DANCE"? 3. Did you challenge them at their level? 4. Were the children able to find their own movements and shapes or was it teacher directed? 5. Did you provide enough exploration time? 6. Did you ask the children for additional words or themes they would like to develop? 7. Did the children enjoy this lesson? 8. Can the children identify their locomotor movements...non-locomotor movements? 9. Did the children see the relationship of movement and how it relates to how they feel? 10. Did you develop a set of questions to evoke feelings? 11. Were the children able to participate as a group? Individually?

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MOVEMENT PROBLEM: VIII. BASIC BODY MOVEMENT FOCUSING ON CREATIVE DANCE

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16.0/16.8

RESOURCES:

LEVEL: A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
happy puppy...running into the water at the beach! CONSTANTLY CHALLENGE YOUR CLASS TO FIND NEW AND DIFFERENT MOVEMENTS. "We have explored the HAPPINESS THEME - we have moved in our personal space happily and travelled happily around the room. Let's see if we as a class can develop a "HAPPY DANCE." A dance has a beginning, a middle and an ending. Types of questions that can be explored for BEGINNING: .Can you take a high happy shape ...low..middle? MIDDLE : .Can you move happily in a medium level travelling from place to place. ENDING: .Can you end in a low twisted shape? Allow practice time with 15-20 seconds of HAPPY MUSIC. Divide class in half. Have one half of class perform while others watch. Exchange places. C. CHATTER TIME	.Children can work with a partner or in a small group. EXPLORATION QUESTIONS: .Can you walk in place and swing upper body parts? .While walking in place, can you change the swing to another kind of movement? -sharp vs. smooth -strong vs. light	2. Develop flash card-word cue: HAPPY Prepare "HAPPY" pictures, i.e. clowns, funny animals, etc. 3. Discuss the word "HAPPY" in the classroom. Allow the children to explore and discuss happy moments such as: Birthdays...Christmas... Picnics...Family get-togethers...etc. 4. The body can perform most words. Develop vocabulary words, themes, stories,etc., and present this to the children. 5. Make the dances very,very short. 6. Point out the interesting shapes and movements. Praise and have every member explore all the possibilities.	12. Did the children provide additional themes for exploration? START YOUR ABD POST TESTS. REFER TO PRE-TEST INFORMATION.

17.0 / 17.2 / 1

MOVEMENT PROBLEM: I. PRE-TEST BASIC BODY MOVEMENT. REFER TO LEVEL A-B-D MODULE 16.1 FOR TEST PACKET INFORMATION ITEMS.

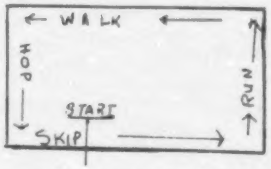
MOVEMENT PROBLEM: II. TRAVELLING IN RELATION TO APPARATUS FOCUSING ON LOCOMOTOR ACTIVITIES

BASIC BODY MOVEMENT

LOCATION: GYMNASIUM/LARGE PLAY AREA

LEVEL: C - E

EQUIPMENT/MATERIALS: BALLS (ASSORTED SIZES) , BALLOONS RECORD PLAYER: ANY "FAVORITE ALBUM"

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 17 .2.1 Listen and follow directions. .2 Run. .3 Run dribbling a ball with right hand. .4 Run dribbling a ball with left hand. .5 Run dribbling a ball alternating hands. .6 Pass ball back and forth with partner. .7 Jump over obstacles. .8 Crawl under obstacles. .9 Negotiate maze and maneuver under and over without verbal directions. 2.10 Understand and know movement terms. 2.11 Choose a partner. TEACHER OBJECTIVE: To provide activities that are providing locomotor challenges that are successful, enriching and fun.	A. WARM-UPS: LOCOMOTOR MOVEMENTS TO MUSIC  B. MOVEMENT EDUCATION TECHNIQUE: .Can you dribble your ball with your right hand... left...alternating hands? .Can you jump the obstacles in the lanes? (bean bags, clorox bottles, etc.) C. FUN WITH BALLOONS Travelling the Obstacle Course: .Can you hit the balloon alternating hands? .Can you tap the balloon with a clorox bottle? (or whatever objects you have) .With your partner, can you keep the balloon between your elbows	.Without collision, can you travel one lap backward? .Can you find a partner and travel together? .Can you skip while dribbling the ball...run... walk...hop...on either foot? .Can you put the ball between your legs....under your arm...behind your back etc. and travel the laps? .With your partner, can you pass the ball back and forth with good control? .What other body parts can hold the balloon?	1. Review activities for Level ABD you might need to conduct task analysis lessons. Review pre-test information and establish baseline. Meet social needs. 2. Repetitions depend upon fitness, handicapping situations of individuals in your class. DO NOT FATIGUE. Request students to count laps. 3. Establish a series of obstacles that students must go OVER and UNDER. Provide for free exploration. 4. Provide opportunities for students to negotiate correct motor response. i.e. jumping over or under, crawling under. 5. Provide questions and plan solutions with the students to give added security and confidence.	1. Are the students listening and following directions? 2. Are the students appropriately dressed for the activity? 3. Can the students associate the correct locomotor activity to each lap of the gymnasium? 4. Can they find a partner? 5. Can the students negotiate correct responses without explicit directions? 6. Are you providing individual comments to each student? 7. Did you plan for the collection and distribution of equipment? 8. Are the students able to make a smooth transition from one locomotor movement to another? 9. Are they able to manage their body and body parts working with a ball...balloon...partner? 10. Were you able to develop additional games that meet the social level of your students?

MOVEMENT
PROBLEM: I. PRE-TEST BASIC BODY MOVEMENT. REFER TO LEVEL A-B-D MODULE 16.1 FOR TEST PACKET INFORMATION ITEMS.

MOVEMENT
PROBLEM: II. TRAVELLING IN RELATION TO APPARATUS FOCUSING ON LOCOMOTOR ACTIVITIES

17.1
Pg. 2 of 17.2

17.0 1
17.2

RESOURCES:

LEVEL: C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
and travel the obstacle course? .With your partner, can you tap the balloon back and forth and run (skip...hop...etc.)? D. CHATTER TIME	.Develop obstacle courses and allow students to hit, push or kick balloons around, in-out, over, under, through objects or develop circuit activities. SPECIAL NOTE: Hockey, racket games, etc., can begin with balloons.	6. Provide group and partner work. This will facilitate group interaction and socialization. 7. Again, provide rest intervals to avoid fatigue. 8. Insist that students wear sneakers for these activities. 9. Plan for the distribution and collection of materials. 10. Substitute equipment where necessary. 11. Activities are only limited by the imagination and creativity of you and your students.	11. Did the students have fun? 12. Are you evaluating the progress of your students and noting the changes?

MOVEMENT PROBLEM: III. GAMES AS MOVEMENT ADVENTURES FOCUSING ON LOCOMOTOR MOVEMENTS

17.0 / 17.3

BASIC BODY MOVEMENT

LEVEL: C - E

LOCATION: GYMNASIUM/LARGE PLAY AREA

EQUIPMENT/MATERIALS: STUDENT PREPARED MATERIAL (PAPER), OLYMPET KIT, JUMP ROPE, RECORD PLAYER

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 17.3.1 Listen and follow directions. .2 Prepare materials needed for game. .3 Play game "YELLOW BRICK ROAD." .4 Jump, hop, skip, walk, run. .5 Follow pathway. .6 Establish their own pathway. .7 Slide with paper under feet. .8 Be a team member. .9 Remember the automobile they represent for game. "AUTO CIRCLE DERBY" .10 Play game "TAG THE TIGER." .11 Work independently. TEACHER OBJECTIVE: To provide games of low organization which allow practice of locomotor skills.	A. WARMS-UPS B. GAME: YELLOW BRICK ROAD The students should stand with both feet on one "brick" (paper). To travel the road, place the other "brick" (paper) in front, jump to it - pick up brick behind place it in front and continue. Provide a goal, destination and suggest a variety of pathways. Allow for walking, jumping, sliding, hopping, skipping. (See Teacher Information #4) GAME: PAPER SLIDE RELAY Set up relay teams. Materials needed: two (2) pieces of paper per team. OBJECT: Students put paper under feet and slide from starting line to marker and home. The team that finishes first is the winner. The students must come home with paper under feet.	. Set up obstacles on "YELLOW BRICK ROAD." Simulate an adventure setting. Adding music. . Establish a YELLOW BRICK PATHWAY using all the bricks. Change pathways and locomotor movements.	1. All games have a purpose or a goal. .The goal is the challenge and many times allows students to do something by taking a chance. .All games have a beginning and an end. .Games should have definite areas/boundaries. .Games must have rules no matter how simplified. .Games provide an opportunity to practice and and develop skills. .Games allow opportunities for group interaction, socialization, etc. .Explanations should be short but explicit. 2. Ways of choosing "IT". .Birthdays .Special Events .Colors .A new haircut or outfit .Name beginning with "A" "B" etc. .First student ready. .What is a three letter word beginning with "B"	1. Are the students listening and following directions? 2. Did you utilize your chatter time to elicit answers to establish whether or not students understand games? 3. Were the students able to respond to variations? 4. Were all students given an opportunity to be "IT"? 5. Were you able to substitute locomotor movements to provided practice time in skill development? 6. Were you able to modify games if your class has any particular health problem? (i.e. low vitality, etc.) 7. Were the students aware of spatial concepts? 8. Were the students able to meet the stated behaviorial objectives? 9. Were you able to modify games and play in classroom? 10. Did everyone have fun? 11. Are you providing for

MOVEMENT PROBLEM: III. GAMES AS MOVEMENT ADVENTURES FOCUSING ON LOCOMOTOR MOVEMENTS

Pg. 2 of 17.3 | 17.0 / 17.3

RESOURCES: "THE WAY TO PLAY" (illustrated encylopedia of the games of the world, 5,000)
VENDOR: Libra International Distributors, Inc. 473 N. Church St. Moorestown, N.J. Approx. $16.00
Library of Congress Catalog Card # 75-11169)

LEVEL: C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
GAME: AUTO CIRCLE DERBY Scatter olympet circles around floor. Depending on number of students, choose makes of automobiles. (Chevrolet, Buick, Cadillac Ford, etc.) Students should find a circle to stand in. Assign an "IT" "IT" calls two (2) makes of automobiles and they must find two (2) circles. "IT" also tries to find a circle. The student without a circle is "IT". If the "IT" calls "DERBY" ALL PLAYERS JOIN IN. GAME: TAG THE TIGER "IT" (TIGER) sits in a circle with the zoo keeper standing. They are attached by a rope. Other students are scattered around. OBJECT: Students try to Tag the Tiger without being tagged. The zoo keeper keeps students away since he is able to tag also. Game begins by zoo keeper shouting "The Tiger is Free". students try to Tag the Tiger. When students are tagged positions are changed and play continues. C. CHATTER TIME	.Attach a locomotor movement to each set: RUN - Chevrolets and Ford HOP - Cadillacs and Buicks SKIP - Dodge and Jeep GALLOP- Volkswagen and Pinto .Set up a race and have cars travel. .Specify locomotor pattern desired.	.Guess how many fingers the the teacher is holding up behind her back, etc. 3. Change games every ten minutes to keep interest and enthusiasm at a peak. 4. GAME: YELLOW BRICK ROAD: Have students simulate Yellow Bricks on construction paper. Discuss or read story -- WIZARD OF OZ. Play album -- THE WIZ (Broadway musical version) 5. GAME: AUTO CIRCLE DERBY: Classroom activity can involve the learning or makes of automobiles. Show pictures, secure film strips, new car catalogs from car dealers, etc. 6. These games can be adapted to allow for classroom breaks 7. STRESS - "WITHOUT COLLISION" TO AVOID INJURIES. 8. There are hundreds of games available. Try to include new ideas to refurbish old traditional games. 9. IMPORTANT NOTE: If the "IT" has little speed (for whatever reason, handicapping condition, overweight, etc) vary the locomotion	individual differences? 12. Did you make provisions for additional materials and equipment in case of damage or breakage? TEACHER INFORMATION (CONTINUED) patterns to allow him a speed advantage. For example: all fours walk, lame horse walk, etc. 10. Equipment wear and tear: Prepare and have on hand additional equipment (i.e. paper) for damages in relays.

MOVEMENT
PROBLEM: IV. ROLLER SKATING -PART I - (TRANSFERRING BASIC BODY MOVEMENT TO A NEW MEDIUM)

17.0 / 17.4

BASIC BODY MOVEMENT

LOCATION: GYMNASIUM/LARGE PLAY AREA/CORRIDORS/OUTDOOR PLAY AREA

LEVEL: C - E

EQUIPMENT/MATERIALS: ROLLER SKATES, KEY, PILLOWS, CARPETING SQUARES, SHOE LACES/TWINE, ETC.
RECORD PLAYER; KIM-6070B-Vol.1-Music for Creative Movement, KIM-6080B-Vol. 2- Music for Creative Movement

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 17.4.1 Listen and follow directions. .2 Find a personal space. .3 Balance body in all positions. .4 Fall forward without injury. 5 Fall backward without injury. .6 Fall sideward without injury. .7 Put on one (1) skate, adjust clamps. .8 Skate on one (1) skate .9 Skate (using chair for balance and support). .10 Roller skate .11 Take off skates and return to storage area .12 Stop safely. TEACHER OBJECTIVE: To provide an activity that is challenging, motivating and provides for life-time (leisure time) recreational (social) activities.	A. WARM-UPS .Jogging to music. .Sliding to music. .Review/reteach falling skills. .Sliding pillows. (see Teacher Information #2) SPECIAL NOTE: Falling from a variety of body positions should be practiced daily. Students should not be put on skates until this skill is mastered. B. SKILL PROGRESSION: .Examine skates-turn wheels forward and backward. .Put on skate and adjust width with key. .Skate (on one (1) skate) .Fall without injury, get up continue skating. .Skate in a particular direction. .Skate to music.		1. The skill developed by mentally retarded skaters has been incredible. Evidence shows that they can execute the most intricate turns, tricks and spins. On the other hand, many many retarded children require a tremendous amount of assistance and attention if they are to develop a sense of security and confidence and skill on skates. BUT REMEMBER - IT CAN BE DONE! On the basis of the information it would be advisable to: a) Group students according to ability. Balance is the primary factor for grouping. 2. IDEAS FOR INSTRUCTION: .Skates should be put on shoes and adjusted while students are sitting. .Allow students to turn key to adjust their own skates. .Teachers should not wear	1. Were the students listening and following directions? 2. Were the students enthusiastic about the roller skating activity? 3. How many students roller skated prior to this introduction? 4. How many students will roller skate after the lessons have been completed? 5. Are the students achieving the stated behavioral objectives? 6. Do the students demonstrate a knowledge of safety/spatial awareness/balance etc.? 7. Are the students participating in after school activities with their peers? 8. Are the students able to stop without losing balance, safely? 9. Did you provide classroom time in practicing skills? If not, why? 10. Do you have additional assistance (persons) for this lesson? If not, have

MOVEMENT
PROBLEM: IV. ROLLER SKATING - PART I - (TRANSFERRING BASIC BODY MOVEMENT TO A NEW MEDIUM)

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RESOURCES: American Association for HPER, 1974, Pg. 55, "THE BEST OF CHALLENGE", - Chicago Roller Skate Co.,
-4458 W. Lake Street, Chicago, Ill. 60624
-"HOW TO ROLLER SKATE" (Free booklet)

LEVEL: C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
WALKING ON ONE SKATE:-Can you... .Put your skate on while sitting on your chair While sitting, can you push your skate foot forward? "What is happening to your wheels?" .Can you stand and travel behind your chair? .Holding on to your chair, Can you walk forward.....around the circle (in the same direction)? .Holding on to your chair, can you .Push the chair forward, step and skate forward on one skate? .Can you skate forward, glide stop...skate glide stop...again? .Can you fall forward...backward.. to the right...to the left side and get up? .Can you do that again...again? C. CHATTER TIME	.Walk on right skate or Walk on left skate .Around the obstacle course?	skates while teaching the lesson/assisting the students. .Demonstrations are extremely beneficial. .Allow sufficient practice time for each phase of the progression. Review each skill. .Have students skate to a goal. Encourage active and purposeful skating. *Mock Roller Skates .The concept of adjusting clamp (open-close) (clockwise-counter-clockwise) (in-out) etc. can be reinforced in classroom. .Use aides/volunteers to walk next to students as as they skate. Holding on to yardstick is another good technique for spotting to enhance confidence. *See spotting equipment in Part II.	you asked parents, volunteers, colleges, to assist you, students in school? 11. Did the students have adequate time for development and practice of this skill? 12. Did the students have fun?

17.0 / 17.5

MOVEMENT
PROBLEM: V . ROLLER SKATING - PART II - (TRANSFERRING BASIC BODY MOVEMENT TO NEW MEDIUM)

BASIC BODY MOVEMENT

LOCATION: GYMNASIUM/LARGE PLAY AREA/CORRIDORS/OUTDOOR PLAY AREA

LEVEL: C - E

EQUIPMENT/MATERIALS: ROLLER SKATES, KEY, CARPETING, PILLOWS, RECORD PLAYER: KIM 6070B Vol. I. "Music for Creative Movement"
KIM 6080B Vol. II. "Music for Creative Movement"

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: Same Behavioral Objectives as Part I. See 17. 4- Behavioral Objectives 17.1 - 17.12 17 5 .13 Put on both skates, adjust clamps. .14 Know all safety considerations. .15 Play games safely. .16 Skate leisurely with peers, family, etc. TEACHER OBJECTIVE: To provide an activity that is challenging, motivating and provides for life time (leisure time) recreational (social) activities.	A. WARM UPS .Sliding to music. .Sliding on mock roller skates (pillows). .Falling from a variety of positions. B. SKILL PROGRESSION: .Can we sit and put on one skate? Can we put skate on the other foot? Is the skate comfortable? .Sitting can you slide your feet forward/backwards? .Can we stand and hold on to the chair? .Can you travel to behind your chair? HOLDING ON TO CHAIR: .Can you walk forward .. around the circle (in same direction)? .Adapt the following analysis for your lesson using movement terminology for command teaching:	.Walk on right skate. .Walk on left skate. .Walk around on obstacle course.	1. Ideas for Instruction: POST "SKATING SAFETY" .Stay away from moving vehicles. .Skate only in safe areas. .Use extra care around corners. .Look out for smaller children. .Always be polite and courteous. PROVIDE CLASSROOM LESSON IN SKATING SAFETY. i.e. "STAY AWAY FROM MOVING VEHICLES." Cars and trucks are dangerous...never hitch a ride and stay out of their way. *SPOTTING DEVICES: .Balance beam (adjustable height). .Parallel bars (adjustable height). .Rubber runner strips. .Outdoor carpeting strips. .Grocery carts can be weighted and students can skate holding on to handles.	1. Were the students listening and following directions? 2. Are the students achieving the stated behavioral objectives? 3. Are the students following the "SKATING SAFETY RULES"? 4. Were the "AIDES", "VOLUNTEERS", assisting the students who are having difficulty? 5. Could the students stop/ start/ and change directions? 6. Are the students able to navigate the roller skating rink without losing their balance and safety? 7. Are the students able to follow the rules of the games? 8. Are you involving parents in your skating program? 9. Are the students developing their own games? 10. What adaptations have you made with equipment, spotting devices, etc.? 11. Are the children enjoying a degree of success and fun?

MOVEMENT
PROBLEM: V . ROLLER SKATING - PART II - (TRANSFERRING BASIC BODY MOVEMENT TO NEW MEDIUM)
RESOURCES: CHALLENGE "Turns, Tucks and Spins, Skating Backwards, Etc."

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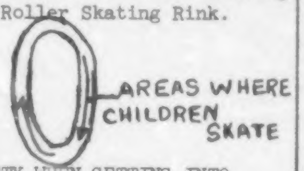
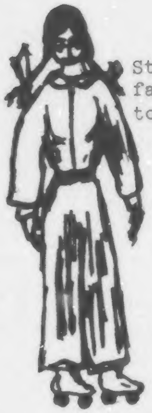
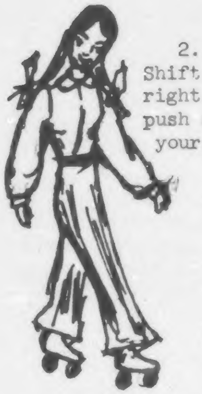
LEVEL: C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
ANALYSIS: .Stand with feet fairly close together. .Shift weight to right foot and push away with your left. .Lean body weight forward on right foot. .Glide forward on right skate while holding left skate off ground. .Bring left skate forward and along side of right skate and place left skate on ground. .Quickly shift body weight to left foot and glide forward on left skate. .Keep repeating strokes with right and left skates. STOPPING ANALYSIS: .Use of an object: extend arms reach for object (wall, chair, person, etc.) bend elbows upon contact, body gives. .Turn rear skate perpendicular to front skate, drag skate to front skate. .Practice without skates. Slide-drag foot up. .Practice stopping using both right and left. C. CHATTER TIME	.Use music while children are skating. .Simulate a Roller Skating Rink.  STRESS SAFETY WHEN GETTING INTO TRAFFIC AND LEAVING. .GAMES: .Object tag: "IT" tries to tag skater before he passes object to someone else. (Objects: Clothing articles, Small ball, etc)) .Obstacle Course: Five (5) points if student navigates course without touching any objects. .Hockey Rolling: Push can (object) with their hockey stick, 25' in lane. .Follow-The-Leader: Everyone skates.	2. Mock Roller Skates: (pillows and carpet square remnants) can be developed using pillows tied to feet. Children can practice sliding skills. (attach to shoes) 3. Develop bulletin board showing Roller skaters, Roller Derby, etc. 4. Contact vendors such as "CHICAGO" and check for free films/filmstrips on the art of skating or 'roller derby' 5. For the research minded teacher: Chart out time factor studies to document the length of time devoted to the teaching of skating of particular levels. 6. Familiarize and know the analysis. See diagrams and instructions. 7. Use a skating vocabulary... shuffle, push, glide, etc. 8. Encourage parents to purchase skates for their children. (Birthdays, Christmas, Hannuakah, etc.)	12. Was the time provided adequate for the development and practice of the skills of roller skating? 13. Did you instruct students to wear appropriate clothing, to include kneepads, helmets, etc.?

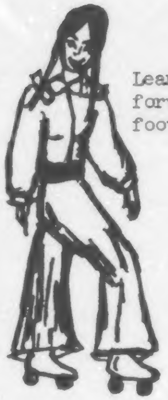
ANALYSIS OF ROLLER SKATING



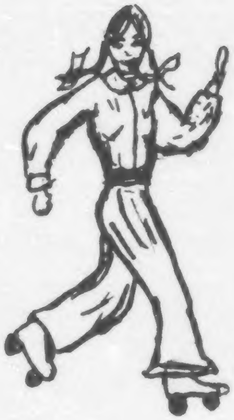
1\.
Stand with feet fairly close together.



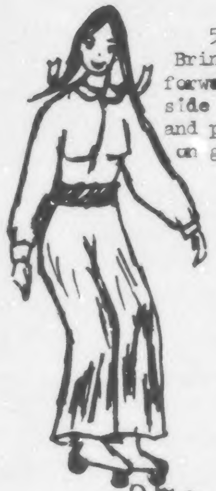
2\.
Shift weight to right foot and push away with your left.



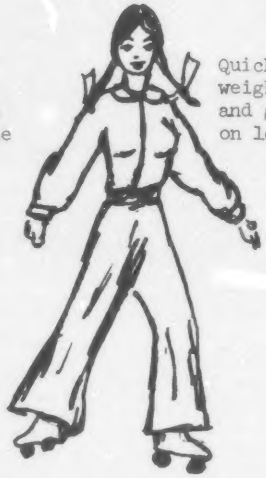
3\.
Lean body weight forward on right foot.



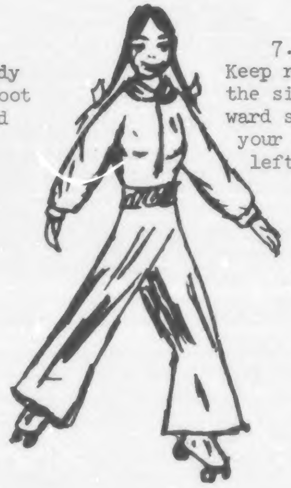
4\.
Glide forward on right skate while holding left skate off ground.



5\.
Bring left skate forward and along side of right skate and place left skate on ground.



6\.
Quickly shift body weight to left foot and glide forward on left skate.



7\.
Keep repeating the side and backward strokes with your right and left skates.

MOVEMENT
PROBLEM: VI BICYCLING "HOW TO" PART I

17.0 / 17.6

BASIC BODY MOVEMENT

LEVEL: C - E

LOCATION: LARGE PLAY AREA (INDOORS-OUTDOORS) - GYMNASIUM

EQUIPMENT/MATERIALS: BICYCLES (TWO (2) WHEELS), BALANCE BEAM, NARROW BENCHES, PARALLEL BARS

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 17.6.1 Listen and follow directions. .2 Identify a bicycle. .3 Identify basic bicycle parts. * .4 Balance body on a variety of objects in a straddle seat position. * .5 Support and balance bicycle in an upright position. * .6 Steer bicycle in a specified pathway supporting and balancing efficiently and safely. * .7 Mount bicycle and balance using feet. * .8 Start movement with feet, coast and stop. * .9 Start movement with pedal coast and stop with feet. * .10 As above but brake properly. * .11 Ride bicycle. * with assistance, if necessary.	A. WARM-UPS: Basic locomotor activities to include jogging, running, skipping, etc. BALANCE BEAM: Mount, straddle seat, balance, dismount. B. Introduce bicycle and identify parts describing function. Turn bicycle upside down and balance on handle bars and seat. Demonstrate the turning action of the pedals and its effect on the wheels. C. DISTRIBUTE BICYCLES: .Allow for number of bicycles and number of students. Determine grouping before beginning lesson. Match size of bicycle to student. D. SKILL PROGRESSION: .SPECIAL NOTE: Progression must be approached two (2) ways: a) With assistance		1. Equipment can be substituted that will simulate the straddle seat such as parallel bars adjusted to correct height, narrow benches, etc. Spot, for this activity until you are sure student has mastered the mount, straddle seat, balance and dismount. 2. The skill progression is offered to assist your students to ride bicycles successfully and safely. There are alternative progressions that might suit your students levels and needs. Steps can be determined by students baseline level of performance. Read skill progression carefully and add and delete steps where necessary. Some students might be able to jump steps; others may need additional assistance.	1. Are the students listening and following directions? 2. How many students bicycled prior to this introduction to the bicycle? 3. How many can ride a bicycle after providing sufficient instruction and practice time? 4. What additional lead-up activities can you provide that will enhance learning? 5. What will you do with the atudent who is still not riding at the end of the module who is highly motivated and terribly disappointed? 6. How will you increase the number of bicycles in your inventory? 7. Will you share the bicycles with other classrooms other than the Special Education class? 8. Do you have sufficient instructional support and assistants? If not, why? 9. Did you seek out all possible resources to make

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MOVEMENT PROBLEM VI BICYCLING "HOW TO" PART I

Pg. 2 of 17.6 | 17. 17. 6

RESOURCES: CORNELL UNIVERSITY - 4-H CLUB

BASIC BODY MOVEMENT

LEVEL: C - E

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
TEACHER OBJECTIVE: A) To provide an activity that is extremely challenging, motivating and normalizing which provides for life-time (leisure time) recreational social activities. B) To provide an activity that may lead to job placement. C) To provide an activity that enhances travel training. D) To provide pre-driving training activities.	b) Without assistance. .Support bicycles and and walk around area steering without collision. Establish pathways. .Mount bicycle grasping handles, with feet on floor. .Walk alternating feet grasping handles (steering). .With feet on floor, push bicycle forward, coast by lifting legs and stop by putting both feet on the floor. .With one foot in a down position on the pedal, one foot on floor, push bicycle, lift leg and coast. Stop placing foot on ground maintaing support of bicycle. (DO NOT ALLOW PEDAL TO GO AROUND).		Remember though that each step in the progression is approached two (2) ways: a) with assistance (spotting). b) without assistance. 3. Use the Command Approach when introducing and teaching this lesson. Repetition is important. 4. Bicycles are an expensive item. Possible resources for acquiring bicycles: BICYCLE CLUBS, PAL, BICYCLE/SPORTING GOODS STORES that rent. Seek donations from parent organizations, etc. 5. Provide for individual pupil development for those students who are highly motivated with skill potential. 6. Provide sufficient practice time during class. 7. Dress is important: .Stress appropriate dress (pants).	this a most successful activity? 10. Did students who own bicycles or have access bring in their bicycles? Did you provide for the safety of their bicycle? 11. Are the students locking up the bicycles after using them? 12. Have you provided for bike-rack situations? 13. Did the students enjoy this lesson?

MOVEMENT
PROBLEM: VI BICYCLING "HOW TO" PART I

RESOURCES:

Pg. 3 of 17.6 | 17.0 17.6

LEVEL: C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER INFORMATION (CONT'D)
.Balance bicycle with one foot on floor, one foot on pedal in up position. Start movement by pushing up pedal down. Stop movement by putting both feet on the floor. .As above teach braking with one foot on floor, one on up pedal. Light push pedal forward - coast slightly and push backward At this point students should be familiar in the how tos of the mount start, balance, coast, stop and dismounting of bicycle. After sufficient practice time they should be able to do this with little or no assistance. Once this is accomplished, we can place a greater emphasis on safety. E. CHATTER TIME	Variations depend on baseline performance and progress. Sufficient practice time must be provided. As they progress confidently pathways can be established, obstacle courses that focus on right turns, left turns figure 8's can be developed. Speed can be explored, riding with one hand no hands, etc.	.Roll pants up/tie pant legs to avoid accidents/tearing of pant legs/damage to the bicycle. .Suggest sneakers or shoe with a slight heel. 8. If students own or have access to bicyles, request that they be brought to school. Provide safe storage 9. Encourage parents to purchase bicycles as gifts. 10. The 4-H Club in your area has developed a bicycling program. HOW TO RIDE, RULES OF THE ROAD, Etc., and have a mechanical talking bicycle. Call upon them to provide demonstrations etc. See Resources for 4-H Club in New York City area. 11. This area requires a great deal of additional hands. Contact your parents for assistance, students in the school, college students, (volunteers), etc. 12. If you have a student in your class with knowledge and skill, ask him to assist you. Have him provide demonstrations.	13. Seek out additional resources to assist you in the instructional area such as a "champion" bicycle rider in your locale, etc.

17.0 - 17.7

MOVEMENT
PROBLEM: VII . BICYCLING: "HOW TO SAFELY" - PART II

BASIC BODY MOVEMENT

LEVEL: C - E

LOCATION:

EQUIPMENT/MATERIALS: BICYCLES (TWO (2) WHEELS) 16mm. PROJECTOR: FILM: "BICYCLING SAFELY TODAY"

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 17 7 1 Listen and follow directions. 2 Support and mount bicycles. 3 Balance bicycle in straddle standing position. 4 Initiate (start movement) using pedals. .5 Pump pedals to continue movement. 6 STOP bicycle. .7 Dismount. ,8 Practice bicycling. .9 Bicycle an obstacle course. .10 Know Rule #1 .11 Know Rule #2 .12 Know Rule #3 .13 Demonstrate the important rules for bicycling safety. TEACHER OBJECTIVE: To provide an activity that is motivating, challenging, normalizing, focusing on SAFETY.	A. WARM UPS .Review bicycling skills .Practice bicycling using a variety of pathways. B. Show film "BICYCLING SAFELY TODAY" (20 mins.) C. REMINDERS: DEVELOP: Positive and negative role playing situations for the following and discuss ramifications!!! (Inspect bicycle to insure at the time tires are not soft, chain is free of oil, grease, reflectors are working, lights, horn, etc.) RULE # 1: .Look in all directions and wear clothing appropriate to weather/light conditions. It is important that drivers can see you. .Look in all directions before making a turn. Use hand directions.	.increase the distance of the pathway. .decrease the width of the pathway. .establish obstacle course. .simulate bicycle path.	1. The film depicts members of bicycle riding clubs touring the countryside, students bicycling to school, bicycling as it was practiced in the early '90's, and champion riders performing. At the same time the film subtly reveals pointers on how to ride in traffic how to care for a bicycle, proper hand signals, etc. 2. Post on bulletin board - "RULES OF THE ROAD." 3. Point of Information: A car travelling a 30mph needs 66' to stop. (11 times the length of a bicycle). 4. A film entitled "BICYCLE RIDING REMINDERS" has been developed by AIMS, P.O. BOX 1010, Hollywood, California, 90028. The film is appropriate for classes of the mentally retarded. The film shows students demon-	1. Are the students listening and following directions? 2. Are the students motivated? 3. Are the students demonstrating good judgement in role playing situations you have set-up? 4. Do the students know the rules of the road? 5. Are they responding to the important rules for bicycling safety? 6. Can students identify bike paths? 7. Are parents responding positively to the bicycling units? 8. Were the films beneficial? If not, why? 9. Did you seek out additional resources for enriching the bicycling unit? 10. How much time was needed to effectively develop this unit and how long did it take for students to learn to ride bicycles? 11. Was it worth the time? 12. Did the students enjoy this unit.

MOVEMENT PROBLEM: VII. BICYCLING: "HOW TO SAFELY" PART II

Pg. 2 of 17.7 | 17.0 / 17.7

LEVEL: C - E

RESOURCES: The Bicycle Institute of America, 122 E. 42nd St., New York, N.Y. 10017, provides film and booklets entitle BICYCLE SAFETY TESTS and HOW TO PLAN SUCCESSFUL BIKE SAFETY PROGRAMS. (also posters).
Department of Education, Washington, D.C. 20020, "NEW BICYCLE SAFETY"

ACTIVITIES

- .Be sure that a driver of a car at an intersection sees you before crossing in front of it.

RULE # 2:

- .Use proper hand signals when making turns and lane changes.

RULE # 3:

- .Obey all traffic signs and signals.
- .Make a complete stop at STOP sign. Look carefully and then continue. Do not coast through intersection.
- .Stop on RED and YELLOW LIGHT. Cross on GREEN LIGHT.
- .Walk bicycle through busy intersections.

D. IMPORTANT RULES FOR BICYCLING SAFETY:

- .Observe all traffic regulations RED, YELLOW, GREEN LIGHTS, ONE WAY STREETS, STOP SIGNS, etc.
- .Keep to the right and ride in a single file; keep a safe distance behind all vehicles.
- .Have a white light on front wheel and reflector on rear for night riding; wear white or light colored clothing.
- .Signalling device to warn of approach (horn).

ACTIVITIES

- .Always ride at a "SAFE" speed.
- .Give pedestrians the right of way - avoid sidewalks.
- .Look out for cars pulling out into traffic and the opening of car doors.
- .Do not hitch onto other vehicles.
- .Do not stunt or race in traffic.
- .Do not ride two on your bicycle.
- .Do not carry packages unless bicycle is equipped with basket etc.
- .Insure that bicycle is in perfect running condition.
- .Slow down at all street intersections looking to the right and left before crossing.
- .Always use proper hand signals for turning and stopping.
- .Park bicycle in a safe place and lock it.
- .Bicycle in a straight line. Do not weave in or out of traffic or from side to side.
- .Always drive with BOTH hands on the handles.

TEACHER INFORMATION

strating rules and there is a demonstration of what happens when a bicycle hits a bicycle and a doll rider at 30 m.p.h.

5. There are many bike-a-thon activities in the city. Post dates and organize class to participate in activities for worthwhile cause.
6. Speakers are available from PAL Bike Association located in the Central Park Precinct.
7. Check with the Center for Curriculum Development, Board of Education, 131 Livingston Street, Brooklyn, New York, 11201, for the Bicycle Curriculum they are presently developing.
8. Contact The State Education Department, Albany, N.Y. for their bicycle unit.

TEACHER-PUPIL EVALUATION

17.0 / 17.8

MOVEMENT PROBLEM: VIII. ICE SKATING "HOW TO"

BASIC BODY MOVEMENT

LEVEL: C - E

LOCATION: GYMNASIUM/LARGE PLAY AREA/ICE SKATING RINK

EQUIPMENT/MATERIALS: ICE SKATES, CHAIRS (ADDITIONAL SUPPORTS SUCH AS HOCKEY STICKS)

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 17.8 1 Listen and follow directions. 2 Identify ice skates-blade, shoe, lace, and tie. .3 Put right skate shoe on right foot; left skate show on left foot. .4 Stand on skates with support. .5 Walk on skates with support. .6 Walk on skates using a hockey stick for support and balance. 7 Walk without support. .8 Skate with chair. .9 Skate with hockey stick. .10 Skate. .11 Take off skates. .12 Clean and dry skates.	A. WARM-UPS: To include ankle strengthening activities. B. SKILLS PROGRESSION: CLASSROOM .Familiarize students with skates. (blade, shoe, laces). .Instruct for appropriate dress-indoor-outdoor. .Put skates on, lace and tie correctly from sitting position. .Stand and use chair for balance. .Walk on skates - forward using chair. .Walk around chair. .Push chair in front and walk to chair. .Practice falling from levels and getting up. SKILLS PROGRESSION: AT RINK .As above .Push chair across rink (insure rubber tips on chairs).	SPECIAL NOTE: Practice putting on and taking off skates in classroom. DO THIS DAILY!!	1. Show films on ice skating. 2. Take class to local ice skating rink to familiarize students with this recreational activity. (indoor-outdoor) 3. The problem of finding skates that fit correctly can be minimized by using athletic socks to combat variations in foot widths and shoe sizes. The bulkiness of the socks when worn over thin socks will relieve pain and blisters. 4. A great deal of skating time will be lost if students cannot put on and lace skates. Provide a great deal of time if necessary to practice. 5. As you see improvement, substitue hockey sticks for chair. Encourage students to travel without the use of the chairs.	1. Are the students listening and following directions? 2. Can the students differentiate between ice skates and roller skates? 3. Can the students put on their skates correctly? 4. Are they able to lace their skates? 5. How much time is needed for students to put skates on and be ready for the activity? 6. Did you organize a planned program at your local skating rink? 7. Did you seek specialists to assist in the instruction, providing demonstrations, etc.? 8. Are the students dressing appropriately for the activity? 9. Are the students having fun? Start Post-Testing. Refer to Level A-B-D Pre-Test for Test Packet Materials.

MOVEMENT PROBLEM: VIII. ICE SKATING: "HOW TO"

Pg. 2 of 178 | 17.0 / 178

BASIC BODY MOVEMENT

LEVEL: C - E

LOCATION:

EQUIPMENT/MATERIALS:

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER INFORMATION
TEACHER OBJECTIVE: a) To provide a valuable leisure time activity that is a healthy, wholesome recreational community activity. b) To provide exercise and activity which increases coordination, concentration, poise, balance that inspires self-confidence and general physical fitness.	(Replace chair with a hockey stick. Hockey sticks will provide support and promote balance. See Teacher Information 5) .Walk across rink using hockey stick for balance and support. C. SKILL ANALYSIS: .Stand with feet fairly close together. .Shift weight to right blade and push away with left blade. .Lean weight on right blade and glide with left skate off the ice. .Bring left blade forward along right blade and place on ice. .Shift weight to left blade and glide. .Repeat alternating blades. D. ALLOW ADEQUATE PRACTICE TIME E. REMOVE SKATES - CLEAN AND DRY. F. CHATTER TIME	SPECIAL NOTE: Chairs and hockey sticks should be used as instructional aids to provide support and self-confidence. As students improve encourage them to travel on their own without the aid of the chair. Use sticks with pucks to add activity, to provide incentive for practicing and improving skills.	6. Students who do not have the aptitude for ice skating can be seated on chairs and pushed across the ice. It will provide fun, pleasure, excitement and it will reward them for their efforts. 7. Encourage parents to purchase skates for your students. 8. Seek support from private and public ice skating rinks. They can be generous in providing rental skates and use of their facility at NO CHARGE. 9. Place chairs strategically on rink to provide additional security, support and rest. 10. Enlist the support of skating clubs to provide teachers of skating to give lessons. 11. Senior groups skate recreationally. Enlist their support for providing assistance.	12. You need a sufficient amount of people to help you with this unit. SEEK VOLUNTEERS. 13. Research indicates that lack of intellectual ability need not affect levels of physical fitness and motor development of the retarded or their readiness to respond to new challenges. 14. Encourage parents to take their family to see an ice hockey game the Ice Follies and to Wide World of Sports features on Saturday which focus on ice skating activities. 15. INSTRUCTIONS FOR MAKING YOUR OWN RINK: .Flood playground and allow to freeze over night. .Develop wood form and flood area and allow to freeze over night. RESOURCES FOR SKATING FACILITIES - See Page [illegible]3

New York City Public Ice Skating facilities are open from October to mid-April (subject to change). Contact Parks Information Service, telephone # 472-1003 for rates, rental fees and session hours. (You may also call the individual skating rinks)

During extended winter cold periods, numerous lakes in parks and playgrounds are declared safe for ice-skating. PRCA personnel test the ice and notify the police. Safe areas generally are posted. To check, contact the Borough Recreation Office. Only lakes and artificial ice rinks are listed. For the location of the nearest additional cold-weather facility, call your Borough Recreation Office. Lakes are informal and unsupervised. All rinks offer general sessions, figure and dance sessions, lessons in plain and figure **skating**, skate rental, skate shop with a complete stock of skating accessories, skate sharpening, snack shop and lockers. ICE HOCKEY sessions and clinics are held at all rinks except Wollman, Manhattan. Parking is available at Flushing Meadows, Abe Stark and Wollman, Brooklyn. For session hours and skate rental fees, contact the rink or Parks' Information Service, 472-1003. Skating rates: Weekdays, 25¢ for children, 50¢ for adults. Week-ends, 50¢ for children, 75¢ for adults.

BRONX:

Mullay Skating Rink, John Mullay Park, 164th Street between River and Jerome Avenues. Outdoor artificial (15,725 square feet). Open from October to mid-April (subject to change). 822-4343

BROOKLYN:

Abe Stark Center Skating Rink, Coney Island Beach and Boardwalk, West 19th St., Surf Ave. & Boardwalk. Indoor artificial ice (17,000 square feet). Open year round. 266-7937 or 266-0163.

Kate Wollman Memorial Rink, Prospect Park, East Drive, between Lincoln Road and Parkside Ave. (28,420 square feet). Open October to mid-April (subject to change). Outdoor. 965-6561

MANHATTAN:

Loula D. Lasker Memorial Rink, Central Park, 110th St. opposite Lenox Ave. (28,000 square feet). Open October to mid-April (subject to change). Outdoor. 593-8253

QUEENS:

Flushing Meadows Skating Rink, Flushing Meadows-Corona Park, New York City Building. Indoor artificial ice (20,640 square feet). Open all year. 699-4215

STATEN ISLAND:

Staten Island Memorial Ice Skating Rink, Clove Lakes Park, Victory Blvd. at Labau Ave., Sunnyside. Outdoor artificial ice. (28,000 square feet). 442-4409

MANHATTAN:

Wollman Memorial Rink, Central Park, opposite 64th St. and 5th Ave. Outdoor artificial ice (28,000 square feet). Open from October to mid-April (subject to change). 593-8229

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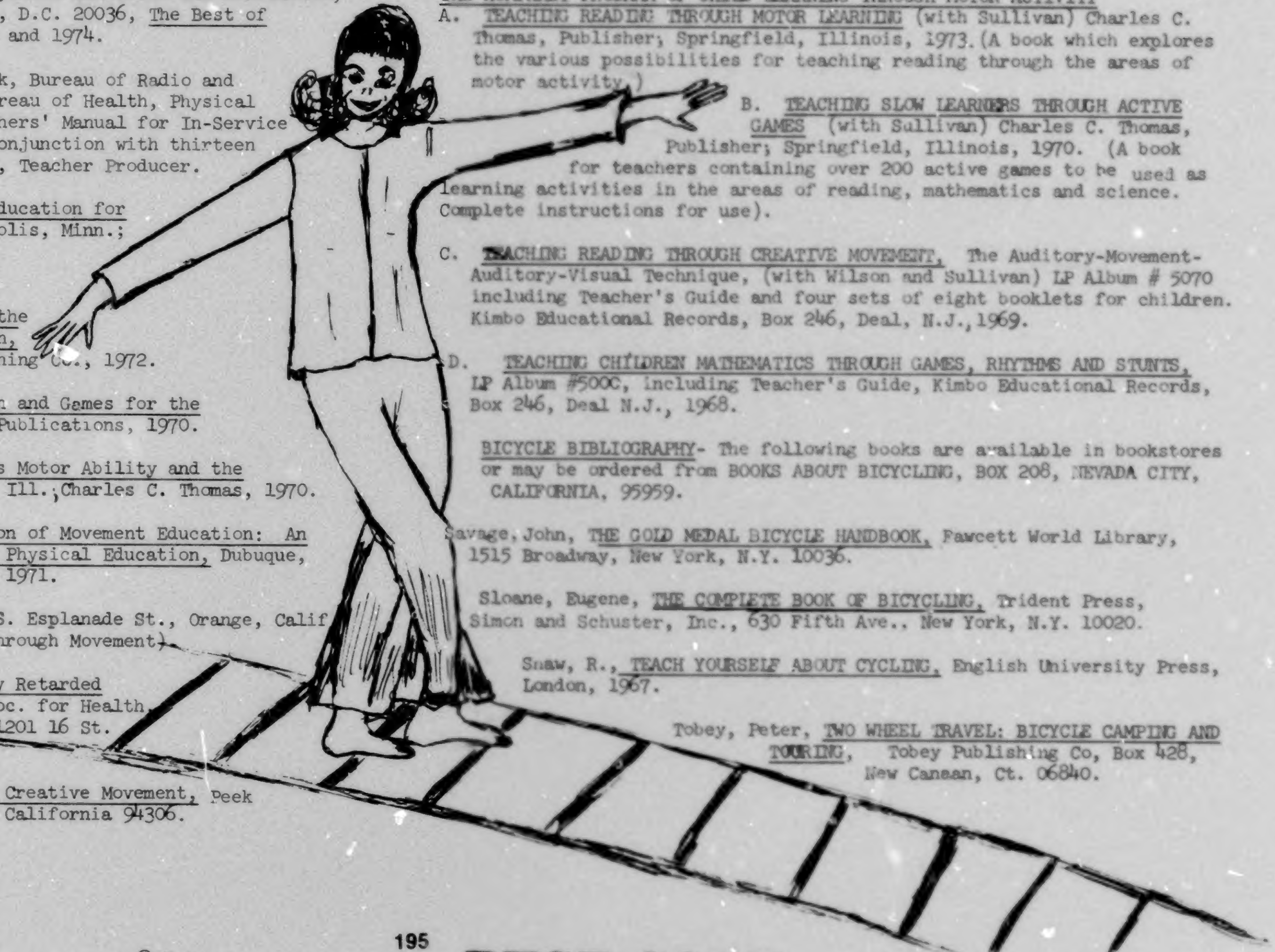

THE HUMPHREY PROGRAM OF CHILD LEARNING THROUGH MOTOR ACTIVITY

A. TEACHING READING THROUGH MOTOR LEARNING (with Sullivan) Charles C. Thomas, Publisher; Springfield, Illinois, 1973. (A book which explores the various possibilities for teaching reading through the areas of motor activity.)

B. TEACHING SLOW LEARNERS THROUGH ACTIVE GAMES (with Sullivan) Charles C. Thomas, Publisher; Springfield, Illinois, 1970. (A book for teachers containing over 200 active games to be used as learning activities in the areas of reading, mathematics and science. Complete instructions for use).

C. TEACHING READING THROUGH CREATIVE MOVEMENT, The Auditory-Movement-Auditory-Visual Technique, (with Wilson and Sullivan) LP Album # 5070 including Teacher's Guide and four sets of eight booklets for children. Kimbo Educational Records, Box 246, Deal, N.J., 1969.

D. TEACHING CHILDREN MATHEMATICS THROUGH GAMES, RHYTHMS AND STUNTS, LP Album #500C, including Teacher's Guide, Kimbo Educational Records, Box 246, Deal N.J., 1968.

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MOVEMENT
PROBLEM: I. PRE-TEST: BASIC BODY COORDINATION

18.0 / 18.1

COORDINATION

LEVEL: A-B-D

LOCATION: GYMNASIUM/CLASSROOM

EQUIPMENT/MATERIALS: SEE TESTING PACKET: 1- TEST ITEMS ABC 2- PROFILE

RECOMMENDED BEHAVIORAL OBJECTIVES

THE CHILD SHOULD BE ABLE TO:

18.1.1 Listen and follow directions.
.2 Perform items on test.
.3 Work independently.

TEACHER OBJECTIVE:

1. To administer BASIC BODY COORDINATION test to evaluate and establish children's baseline performance.
2. Provide a sound developmental and sequential program of learning activities that focus on fundamental motoric skills.

ACTIVITIES

A. ADMINISTER PRE-TEST: COORDINATION
1. General Body Coordination: 6 Items.
2. Eye-Hand Coordination: 7 Items.
3. Eye-Foot Coordination: 7 Items.

B. CHAPTER TIME

TEACHER INFORMATION

1. Explain, demonstrate and allow children to practice test items.
2. If items are to be modified, note on profile for future post-testing. Pre-Post testing must be identical for valid results.
3. Utilize the same facility for pre/post testing.
4. Familiarize yourself with test and know common problems of specific test items.
5. Testing should involve two (2) aspects:
   a) Can or can't the child perform the task?
   b) Is he performing the task with assurance and confidence?
6. A workshop can be conducted for parents to:
   a) illustrate strengths and weaknesses of children.
   b) provide activities at home for recreation and enrichment.

TEACHER INFORMATION

7. Record scores on profile.
8. Duplicate Profile one for each child and fill out the information.
9. Make the testing fun and the environment conducive to testing.

SPECIAL NOTE:

NO VARIATIONS FROM

PRE/POST TESTING

TEACHER-PUPIL EVALUATION

1. Are the children listening and following directions?
2. Did you plan for, organize and set-up the testing facility prior to actual testing?
3. Was the environment and atmosphere conducive to testing?
4. Are you able to evaluate performances of test items using the scoring key?
5. Did you note scores on the permanent record?
6. Are you actively screening and evaluating your children's performances and learning?
7. How much time was necessary to complete testing?
8. Can most of your children perform the test items?
9. Are most of your children performing the test items with confidence and assurance?
10. Are the children occupying themselves with a meaningful activity while they are not being tested?
11. Did you discuss scores?

18.0
18.1

COORDINATION TEST

LEVEL: A-B-D

Administer three (3) components of the Coordination Test. Check (✓) column that appropriately qualifies child's performance. See key below.

PUPIL'S NAME ______________ AGE: ______ LEVEL: ______ SCHOOL: ______ TEACHER: ______________

TEST ITEMS:	PRE-TEST		POST-TEST		TEST DIFF.		
I. GENERAL BODY COORDINATION	S	U	S	U	I	S	R
1. Log rolling -6' on a mat.							
2. Crawling - 6' on a mat.							
3. Jumping Jacks:- 4 consecutive							
4. Alternate toe touching: 4 consecutive							
5. Jump as high as possible and clap hands.							
6. Jump as high as possible striking heels.							
II. EYE-FOOT COORDINATION							
1. Jump up and down continuously without loosing balance 10 times.							
2. Hop a 10' line.							
3. Climb steps using an alternate foot sequence.							
4. WITHOUT ASSISTANCE: A) Jump off bench. 18" high.							
B) Jump off bench 18" high landing on right foot.							
C) Jump off bench 18" high landing on left foot.							
5. Jump over rope 12" high without losing balance.							
6. Kick ball at target 6' away.							
7. Control bean bag with foot through pathway 10' (ZIG-ZAG).							

	PRE-TEST		POST TEST		TEST DIFF.		
III. EYE-HAND COORDINATION	S	U	S	U	I	S	R
1. Bouncing ball through obstacle course 10' travelling from right to left.							
2. Toss ball and catch with scoop. 3 times.							
3. Throw bean bags 3 times at 24" square target.							
4. Catch ball bounced to him 3 times. high level							
medium level							
low level							
5. Throw ball to wall and catch on first bounce 3 out of 5 times, 10 feet from wall.							
6. Roll ball between two pins 2 feet apart - distance 10 feet.							
7. Tap beach ball against wall 3 consecutive times above 10' line.							

KEY:

S: SATISFACTORILY PERFORMED SKILL
U: UNSATISFACTORY PERFORMANCE - demonstrates deficiency- needs instructional time and practice
I: IMPROVEMENT DEMONSTRATED
S: SAME SCORE (PRE/POST)
R: REGRESSED - POST TEST SCORE LOWERED - RETEST IN A FEW DAYS

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MOVEMENT PROBLEM: II. CREATION OF MIMETIC: ACTIVITIES TO ENRICH COORDINATION	18.0 / 18.2
	COORDINATION
LOCATION: GYMNASIUM/LARGE PLAY AREA	LEVEL: A-B-D
EQUIPMENT/MATERIALS: RECORD PLAYER. ALBUM # KIM 7040-B (SIDE 2-INSTRUMENTAL ONLY)	

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 18.2.1 Listen and follow directions. .2 Mimic animal movements motorically. .3 Mimic inanimate movements motorically. .4 Perform variations. .5 Change levels. .6 Change directions. .7 Change speed in movement. .8 Develop variations. TEACHER OBJECTIVE: To provide challenging creative activities which focus on the development of coordination.	A. WARM UPS: B. MOVEMENT EDUCATION APPROACH "Today, we are going to perform many tricks with our body. We call tricks -stunts." .Can you find a place on the floor to work? ANIMAL WALKS: .Can you bend over and walk on your hands and knees? KANGAROO JUMP: .How does a kangaroo stand? (arms bent in front of body) .Can we jump like a kangaroo? .Can we jump forward... backward...sideward... like a kangaroo? FALLING LEAVES: .Can you stand tall like a tree? .What do we call the green parts of the tree? .In the autumn and winter	ANIMAL WALK VARIATIONS: .Elephant walk, Bear, Cat, Dog .Forward-Backward-Sideward Direction. .Walk with one hand and two feet touching the floor. .Walk with two hands and and one foot. .Walk on hands only?	1. Children like doing tricks. These can be considered a lead-up to the term "STUNTS." Keep the tricks close to the floor to provide a feeling of security and safety. Your childrens controls are still very limited. 2. You may have to use pictures to associate animals and have a class discussion/or story. You may have to demonstrate the movement. 3. ADDITIONAL THEMES: Washing Machine Rocking boats Popcorn Rolling pumpkins/stones Elevator Moving Boats Bronco (Horse) Airplanes Rocket Ship Explode like a Firecracker Burst like a Balloon Blow-up like a Balloon	1. Are the children listening and following directions? 2. Are the children able to imitate the animals or inanimate objects in the tricks? 3. Are they able to perform the tricks (stunts) smoothly? 4. Are you urging the children to explore the many different ways they can answer the problem? 5. Are the children able to maintain the transference of travelling forward, backward, sideward...fast, slow etc.? 6. Are you providing an opportunity for the children to discuss the activity? 7. Did the album enhance the movement and creativity of this lesson? 8. Did everyone have fun? 9. How can you follow-up this activity in the classroom? 10. What concepts can be CORE related and how can they be integrated?

MOVEMENT PROBLEM:	II. CREATION OF MIMETIC ACTIVITIES TO ENRICH COORDINATION
RESOURCES:	KIMBO EDUCATIONAL, P.O. BOX 477, LONG BRANCH, N.J. 07740

Pg. 2 of 18.2	18.0 / 18.2
LEVEL: A-B-D	

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
what happens to the leaves? .Now the wind is blowing very hard and strong Can you show what is happening to the leaves on the ground? PENCIL ROLL: .Can you make yourself look like a pencil? Let's pretend we are pencils. Point to the lead and point to the eraser? .Can you roll like a pencil? HIGH-LOW BRIDGE: .How high can you be? .How low can you be? .Can you make a high bridge... low? STATUES: .When I clap, can you make the shape of a statue? TIGHTROPE WALKER: .Can you walk a line like a tightrope walker? .Can you turn around on the wire (rope) and walk back? C. CHATTER TIME	IMAGERY: .Soap bubbles, snow flakes, confetti. .How many different body positions and shapes can you be on the floor? .Can you start your roll with your shoulder...leg...slowly...quickly... on a straight line, etc.? .Play "STOOP TAG" Game. Choose "IT". Can not be tagged if in low position. .Statue of Snoopy .Statue of the President .Statue of an animal .Low statue .High statue "Let's pretend we are a tightrope walker in a circus going across the wire. What are some of the objects they use to help them balance?" .umbrella .pole .Can we walk the rope using an umbrella...pole?	4. Present activities in such a way to avoid fatigue. Provide time for chatter. Allow the children to be excited. Allow them the opportunity to talk, describe, fantasize and participate in make-believe activities. 5. Continue to stress spacing and the use of different body parts to create new and exciting shapes. 6. Look for different, unusual ideas created by the children and ask the class to replicate the performance. 7. Continue to develop the concepts of levels, speed, direction. Expand your bulletin board. 8. Challenge the creativity of your children by integrating stories - use the pantomime technique. 9. Music is an important factor in allowing children to travel rhythmically. 10. This lesson provides concepts in imagery which focuses on development of total body coordination. Invent your own based upon childrens feedback and creativity!	

MOVEMENT
PROBLEM: III. TAPPING (STRIKING) OBJECTS WITH A VARIETY OF BODY PARTS

18.0 / 18.3

COORDINATION

LOCATION: GYMNASIUM

LEVEL: A-B-D

EQUIPMENT/MATERIALS: MUSICAL INSTRUMENTS, BALLOONS, BEACHBALLS

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 18.3.1 Listen and follow directions. .2 Focus on their balloons. .3 Respond to a musical instrument and other cues. .4 Attach the movement to cues. .5 Find a personal space. .6 Find a partner. .7 Toss and catch. .8 Tap balloon repetively. .9 Travel in a variety of directions while tapping balloon. .10 Tap balloon back and forth with partner in personal space. .11 Tap balloon back and forth with partner travelling in general space. .12 As above with foot. .13 Demonstrate body control in relation to equipment.	A. WARM-UPS: Scatter formation. .When I tap the drum, can you clap your hands and walk to the beat? .When I shake the tambourine, can you run and slap your sides like a galloping pony? .When I tap the sticks, can you hop around the room? ALLOW SUFFICIENT PRACTICE TIME. B. MOVEMENT EDUCATION APPROACH: Distribute balloons to each child. .Can you find a personal space to work? .Can you toss the balloon in the air and catch it? Again? .Can you tap (hit) the balloon up and catch it? .Can you keep tapping it staying in your personal space? .Can you travel around the room tapping the balloon?	.Use shapes, colors, numbers, letters to cue movements. .Ask children what other movements, they would like to use to each cue. .What other body parts can you use to tap the balloon? .Can you tap the balloon changing hands (right-left)? .Can you tap the balloon up keeping time with my hand clapping? .Can you tap balloon up while standing on one foot...the other foot?	1. Balloon activities provide a fantastic array of learning experiences. Such as throwing, catching, and must precede instruction with inflated heavy balls. 2. Have children blow up their own balloons. Discuss breathing. 3. When distributing balloons ask children to identify the color. Discuss shape of balloon when deflated vs. inflated. 4. Discuss texture of balloon. Demonstrate sounds balloon makes when deflating. 5. Rub balloon and place next to fabric. Discuss the "attraction mechanism"? 6. Discuss all properties and provide an opportunity for children to talk to you or one another about its characteristics. 7. Provide a good balance in activity to avoid fatigue. 8. If children are physically disabled (wheel chair)	1. Are the children listening and following directions? 2. Can the children respond to a musical cue? 3. Can the children attach the correct movement(s) to the cues during the warm ups? 4. Can the children identify the physical properties of their balloon? 5. Are the children able to toss and catch their balloon? 6. Are you providing adequate time for the children to practice the skills? 7. After the introductory activity is presented, can you present questions that will elicit a variety of responses comfortably? 8. Can you extend this movement experience and develop it into a game relay or obstacle course? 9. Can you do the activities in the classroom? 10. Are the children having fun? 11. Have you provided a rest period between activities to avoid fatigue?

MOVEMENT PROBLEM: III. TAPPING (STRIKING) OBJECTS WITH A VARIETY OF BODY PARTS

Pg. 2 of 18.3

18.0 / 18.3

COORDINATION

LEVEL: A-B-D

LOCATION:

EQUIPMENT/MATERIALS:

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	* TEACHER INFORMATION (CONT'D)
TEACHER OBJECTIVE: To provide developmental and progressive activities to promote the development of better coordinated children.	.How long can you "keep it up"? .Can you find a partner and play keep it up in your personal spaces? .Can you travel around the room keeping it up? Repeat individual and partner play activities and introduce TAPPING WITH THE FOOT. (Eye-Foot Coordination) C. CHATTER TIME	.Can you tap the balloon up while lying on the floor? .Can you tap the balloon and catch high? .Can you tap it high, jump high and tap it before it comes down? .Can you tap the balloon against the wall? (change directions forward, backward, sideward, the other side, right, left, etc.) (change speed by involving a variety of locomotor activities such as run, walk, hop, jump)	attach balloon to chairs and modify following the questions as a Guideline. 9. Plan for distribution and collection of materials. 10. If balloon breaks, make it a teachable moment and provide child with another balloon. 11. The balloon activities are lead ups to volleyball and soccer. By adding other pieces of equipment such as a platube could provide lead ups for hockey, tennis, badminton, softball. The important point is that these activities lend to the development of eye-hand, eye-foot skills. 12. Once the children have mastered the balloons, in the control, coordination etc. you then can develop the sequence with beachballs. Remember beachballs could be inflated to various proportions, to (*see next column)	enhance the skill level of your children. i.e. A fully inflated ball can be difficult to control for some of your youngsters.

18.0 / 18.4

MOVEMENT PROBLEM: IV. APPLICATION OF TOSSING SKILLS AND THEIR RELATIONSHIP TO NEW EQUIPMENT

COORDINATION

LEVEL: A-B-D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: BEAN BAGS (BALLOONS, BEACHBALLS)

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 18.4.1 Listen and follow directions. .2 Toss and catch bean bag. .3 Toss bean bag side to side. .4 Toss bean bag, clap, catch. .5 Travel without collision tossing and catching bean bag. .6 Toss bean bag with other body parts. .7 Catch bean bag with other body parts. .8 Tap bean bag side to side using feet. .9 Travel throughout room. .10 As above with foot. .11 Maneuver their bodies at different levels, positions, etc. to successfully perform skills.	A. WARM-UPS: See 18.3 Select balloon activities. B. MOVEMENT EDUCATION TECHNIQUE. (Distribute bean bag to each child) Discuss physcial properties of bean bage from your starting position: .Can you toss the bean bag up and catch it? Again? .Can you toss the bean bag from one hand to the other sideward? around and over a body part? .Can you toss and catch while balancing on your knees...standing? .Can you toss, clap your hands and catch...2 times ...3 times...etc.? .Can you travel around the room tossing and catching without colliding into anyone or anything? .Can you toss the bean bag to a spot, run and catch before it falls...another place?	.Toss with right hand and catch it with right hand ...left hand? .Toss and catch on the back of your hands? .Can you toss, clap under your leg and catch? .Can you toss high and catch low? (knees, sitting, lying down) .Toss, touch floor and catch? .Toss, click heels and catch? PARTNER ACTIVITIES: One (1) bean bag per pair. DEVELOP ACTIVITIES.	1. Four inch bean bags are suitable for younger children. 2. Class-project can include bean bag making. 3. Provide sufficient practice time for children to develop skills. 4. Explore all the physical properties such as texture, size, shape, sounds, rebounding qualities etc. 5. Reinforce concepts of laterality and directionality. 6. Focus on skill performance components such as: visual tracking (following the ball), follow through (action of the body and parts after initiating movement). Receipt of an object (giving with body, hands, arms, etc.). Force needed for tossing action. 7. In partner play, partners should be of compatible skill. Distances for throwing and catching shou	1. Are the children listening and following directions? 2. Are the children able to identify the properties of the bean bag? 3. Can they differentiate between the balloons, beachballs, bean bags, etc.? 4. Are the children positioning their body correctly for proper catching and tapping of the foot? 5. Are you developing the concepts in the classroom by developing a movement vocabulary? 6. Are you providing parent workshops to show parents activities that can be done at home to reinforce concepts? 7. Are you providing enough practive time to develop skills? 8. Are you providing a variety of equipment and similar movement questions for repetition and skill practice time?

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MOVEMENT
PROBLEM: IV. APPLICATION OF TOSSING SKILLS AND THEIR RELATIONSHIP TO NEW EQUIPMENT

Pg. 2 of 18.4

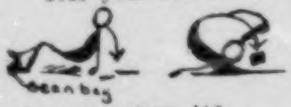
18.0 / 18.4

COORDINATION

LEVEL: A-B-D

LOCATION:

EQUIPMENT/MATERIALS:

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
TEACHER OBJECTIVE: To provide a variety of activities and equipment that allow the children to explore their range of movement still focusing on coordination.	.Can you toss, turn around and catch? .Can you toss bean bag and catch with your elbows...knees...on top of your feet, etc.? .Can you toss bean bag and catch with feet... toss with feet to hands? .Putting the bean bag between your feet, how can you place the bean bag over your head?  .Can you return it? Develop activities for eye-foot coordination such as. .Tapping bean bag side to side. .Sliding on bean bag forward backward, etc. .Kicking from one reference point to another. .Etc. C. CHATTER TIME	Repeat activities for individual play such as tossing back and forth with two hands, one hand, over body parts, around body parts, under body parts such as between the legs.. as a center in football. .Toss in a variety of directions to allow partner to move and catch. .Toss both bean bags back and forth as in juggling. .Toss bag using different body parts. .Explore a variety of throws at the appropriate distance. Repeat activities with shoes and socks off. (i.e. Can you take off your shoes and socks?) .Pick up bean bags with feet...and transfer into hands. .Pick up bean bag with toes... .Can you do this standing sitting...lying...etc.	be selected on the skill level of each pair. 8. THINK SAFETY...SAY SAFETY Watch for fooling around and put a stop to it immediately. 9. Provide a good balance between activity and rest to avoid fatigue. 10. Urge your children to keep objects still to enable them to hear the new problem. 11. Integrate balloons, beachballs, into the lesson. Allow children to explore the properties of the equipment. 12. Encourage the children to check on their spacing. Constantly move around room to help them improve their spatial awareness. 13. Kicking skills: Develop questions which allow children to tap bean bag (balls, balloons) with different parts of the foot. Concentrate on * speed and travel on the (see next column)	9. Are you aware of the safety concept and how are you implementing it? 10. During the chatter time are you discussing the meaning of movement words to evaluate your children's comprehension? 11. Have you evaluated the lesson objectively - your teaching style and children's development? 12. Are you allowing the children to show the class their responses? TEACHER INFO. # 13 cont'd ------------------------------ * balls of the feet. STRESS - spacing and the avoidance of collisions.

MOVEMENT PROBLEM: V. BALL HANDLING

18.0 / 18.5

COORDINATION

LOCATION: GYMNASIUM

LEVEL: A-B-D

EQUIPMENT/MATERIALS: BEACH BALLS (ONE PER CHILD) RECORD PLAYER: Album # KM 9074B RHYTHM FOR BASIC MOTOR SKILLS # EA 546-B MOVING

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 18.5.1 Listen and follow directions. .2 Find a personal space. .3 Control object in personal space. .4 Strike ball using a variety of body parts. .5 Pursue and track objects. .6 Bounce ball in personal space. .7 Dribble ball in general in space without collision. .8 Toss and catch ball. .9 Roll and retrieve ball. .10 Participate as a team member. .11 Demonstrate control in eye-hand and eye-foot coordination. TEACHER OBJECTIVE: To provide activities using a developmental, sequential approach focusing on ball handling to enhance body coordination.	A. WARM-UPS: Develop exercises to music focusing on fast-slow-moderate. B. MOVEMENT EDUCATION TECHNIQUE: Review properties of the beachball. Focus on concepts: .Can you find your personal space? .Can you bounce the ball and catch it? .What other body parts can you use to bounce the ball? .Can you toss the ball and and catch it on the bounce? high...higher? .Can you toss the ball and catch it without leaving your personal space? WITHOUT COLLISION: .Can you toss the ball in in front of you, let it bounce, catch it and continue around the room? .Can you continually bounce the ball around the room? (dribble)	.Can you strike the ball hard, run under (over) the ball and catch it? .How many times can you go under it? .Toss and catch against wall. .Toss and catch with partner. .Toss high, medium, low. .Toss high, catch low. .Toss and clap hands. .Toss and clap hands under body parts. .forward...backward...sideward...right...left...in a circle.	1. Plan for distribution and collection of material. 2. If you have physically limited children or non-ambulatory, attach string and modify activities. 3. Observe visual focus of your children since this too is an essential element for the development of ball handling skills. 4. Discuss differences of the following movements of striking, bouncing, dribbling. 5. SOME COMMON PROBLEMS: .Hitting balls too hard. .Inability to place body in position. .Inability to pursuit and track objects. .Ball may be inflated too much. 6. Selection of music should be appropriate for the activity and should contribute to a relaxed confident atmosphere.	1. Are the children listening and following directions? 2. Can the children identify the properties of the beachball? 3. Are the children able to work in their own personal space? 4. Are you reinforcing instruction by commenting to children as they work? 5. Are you rephrasing the questions if your children seem confused? 6. Are you observing the children continuously and evaluating their responses in relation to the immediate movement problem? 7. Are you able to expand the movement problems once your children have mastered the skills? 8. In what capacity based on quality of movement are the children meeting the stated behavioral objectives? 9. Can you develop an individual pupil development program for children who are

MOVEMENT
PROBLEM: V. BALL HANDLING

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RESOURCES: KIMBO EDUCATIONAL RECORDS, P.O. BOX 477, LONG BRANCH, N.J. 07774

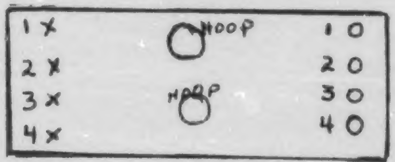
LEVEL: A-B-D

ACTIVITIES

- .Can you roll the ball against the wall and catch it? again... again?
- .Can you roll the ball and retrieve it without collision?

C. CULMINATING ACTIVITY:
THE NUMBER DRIBBLE

Divide class into two (2) teams and assign numbers. See illustration.

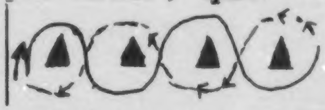


Call number. Number called dribbles to hoop and back home. First child back scores one point. The hoop can be substituted by any piece of equipment.

D. CHATTER TIME

VARIATIONS

.Develop obstacle course for dribbling..i.e. on a straight line place markers 5' apart.



EXPANSION:
.Dribble through obstacle course and throw at target.

.As above:
.Dribble with foot around obstacle course.
.Dribble and shoot for goal.

TEACHER INFORMATION

TEACHER-PUPIL EVALUATION

not performing satisfactorily?
10. Did everyone have fun?

18.0 / 18.6

COORDINATION

LEVEL: A-B-D

MOVEMENT PROBLEM: VI. EXPLORE RANGE OF MOVEMENT OF BODY AND BODY PARTS IN RELATION TO OTHER OBJECTS

LOCATION: GYMNASIUM/LARGE PLAY AREA

EQUIPMENT/MATERIALS: GROOVEE-LOOPS* Any album with the right rhythm and record player

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 18.6.1 Listen and follow directions. .2 Play game "MUSICAL LOOP" .3 Perform established locomotor movements (warm-up). .4 Match colored wands to hoop. .5 Tap wand around hoop. .6 Trace hoop with wand. .7 Identify circle shape. .8 Push hoop to a new personal space. .9 Pick up hoop with wand and balance. .10 Turn, spin, roll hoop. .11 Perform following activities: .Turning the hoop .Perform ½, ¼, 3/4 full turns (create new pathways) .Balance, toss, catch .Toss and come home .Hoop jumping	A. WARM-UPS: Scatter hoops on the floor. Play "MUSICAL HOOPS". When music stops jump into an empty hoop. Establish locomotor activity with each segment of music. B. MOVEMENT EDUCATION APPROACH: .Can you find a hoop to stand in? Can you find a matching wand? (color) .Can you tap your wand around the hoop? .Can you trace the hoop with your wand? What shape is it? .Can you push your hoop with the wand to a new personal space? .Can you pick up the hoop with your wand? .Can you turn the hoop with your wand? .Can you spin the hoop on the floor with your hand...wand?	WARM UPS: Refer to preceeding lesson plans and select activities for reinforcement. .Can you turn your hoop around your hand...hip...leg? .Can you roll the hoop forward and make it come back to you? (backward spin)	* 1. Although the equipment is called GROOVEE-LOOPS they are an adaptation of the HULA-HOOP. The Loops are called Hoops throughout the lesson plan. 2. Plan for the distribution and collection of hoops and sticks. 3. GROOVEE-LOOPS are multipurpose. They can be utilized to develop a variety of obstacle courses to provide for skill development, reinforcing of the cognitive areas, and fun. 4. SKILL PROGRESSION: FORWARD ROLL: Placing the wand in the groove, roll with control. PUSH FORWARD ROLL: Push hoop forward allowing it to roll freely, run, catch, insert wand, push, continue. TURNING THE HOOP: Roll hoop forward with wand gently (tap) push hoop to	1. Are the children listening and following directions? 2. Are you urging the children to explore the many different ways they can answer the problem stated? 3. Did the music enhance the movement and creativity of the lesson? 4. Are the children showing a more positive attitude toward physical activity? 5. Are your children reflecting a positive self-image as a result of better skill performance? 6. Are the children demonstrating increased attention spans as a result of equipment such as the GROOVEE-LOOPS? 7. Are you able to provide individual attention for those children who are having difficulty? 8. Are you able to maximize your classroom lessons by integrating motor education activities?

MOVEMENT PROBLEM: VI. EXPLORE RANGE OF MOVEMENT OF BODY AND BODY PARTS IN RELATION TO OTHER OBJECTS

Pg. 2 of 18.6

18.00 / 18.6

COORDINATION

LEVEL: A-B-D

RESOURCES: LIBRA DISTRIBUTORS, 473 N. CHURCH STREET, MOORESTOWN, N.J. 08057 (609-235-0915)

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 18.6.11 (CONTINUED) .Jump the hoop .Ankle swing .12 Work with partner. TEACHER OBJECTIVE: To provide fun activities that focus on coordination and concentration.	.Can you balance the hoop on the floor and place your wand in the groove? Can you roll it back and forth...in a circle... square, etc? .Can you bounce your hoop up and down like a ball? .Can you roll your hoop and catch it with your wand before it falls? IDEAS FOR PARTNER PLAY: .Exchange hoops (roll) and retrieve and balance with wands. .Roll hoops and partner retrieve before hoop falls. .Roll hoop and partner goes through without causing hoop to fall. .Toss hoops to one another. C. CHATTER TIME	.Can you toss your hoop up and catch it...in your right hand...left hand... on your foot...etc.?	right for ¼ turn, (increase force for ½ turn, 3/4, full,(Left). BALANCE: Place hoop on wand and balance. BALANCE, TOSS, CATCH: As above, gently toss hoop about 6" and catch in groove. As skill improves increase distance of the toss. TOSS AND COME HOME: Roll hoop forward applying back spin. STUNTS HOOP JUMPING: As jumping rope. JUMP THE HOOP: See toss and return and when hoop returns jump over as in leapfrog. ANKLE SWING: Turn the hoop around one ankle and jump with the other. 5. Develop relay races, obstacle course relays, "KEEP IT ROLLING" races, (similar to "KEET IT UP") hopskotch relays, etc. * see next column.	9. Can these activities be designed to relate to your children's daily living routine? 10. Are you providing immediate feedback to your children.. parents...supervisors? 11. Are your children showing an appreciable amount of improvement in the coordination area as a result of these activities? 12. Did everyone have fun? 13. Are your children able to work together with fewer problems? *TEACHER INFORMATION 6. This is a multi-purpose piece of equipment. Change kinds of activities frequently.

MOVEMENT PROBLEM: VII. EXPLORE RANGE OF MOVEMENT OF BODY AND BODY PARTS IN RELATION TO OTHER OBJECTS PART II

18.0 / 18.7

COORDINATION

LEVEL: A-B-D

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: PLA-TUBES/FRISBEES

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 18.7.1 Listen and follow directions. .2 Identify properties of pla-tube and frisbee. .3 Toss and catch tube. .4 Toss objects vertically. .5 Toss objects horizontally .6 Move object (frisbee) with object (pla-tube) 7 Balance object with object. .8 Play with partner. .9 Play in team games. .10 Negotiate and maneuver through space. TEACHER OBJECTIVE: To provide coordination activities to explore objects in relation to body movements.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE: PLA-TUBE .Can you toss your tube in the air and catch it with one hand... the other hand...right ...left? .Can you bounce the tube and catch it? the other hand...right... left...both? .Can you toss, bounce off the floor and catch it? C. MOVEMENT EDUCATION TECHNIQUE: FRISBEE .Repeat above questions using the Frisbee. (Tossing should involve vertical and horizontal pathway) D. MOVEMENT EDUCATION TECHNIQUE: PLA-TUBE AND FRISBEE .Can you push the Frisbee with the pla-tube? (Establish pathway-straight-circular-square..etc.?)	.How high can you toss the tube and catch it? .Can you push the tube like a broom? (pathways.. in a circle...etc.) .Can you roll the tube? .Can you roll the tube, get it before it stops rolling? .Can you toss the pla-tube like a spear? .Develop obstacle course .Relay race .Hockey Lead-ups	1. Plan for collection and distribution of equipment. 2. Discuss properties of pla-tube and frisbee. 3. Encourage children to explore and utilize: personal space; general space; air space; in context to objects, partners, and teams. 4. PARTNER PLAY: Partners should be of compatible skill. Distances should be adjusted on the skill level of the pairs. 5. Encourage children to readjust their spacing. Move around room helping children improve their spatial awareness: personal; general; air-space-vertical, horizontal. 6. Allow sufficient time for children to participate in partner play and develop their own exchange games.	1. Are the children listening and following directions? 2. Are the children able to control the frisbees and pla-tubes? 3. Were the children able to control the frisbees and pla-tubes with their partners? 4. Were the body and body parts moving smoothly in relation to objects? 5. Were the rules of the games clear? 6. Did the children discriminiate between horizontal and vertical movements? 7. Did the teams demonstrate good sportmanship? 8. Were the children aware of: personal space; general space; air space; in relation to objects and children? 9. Did the children have fun? 10. Did the chatter time elicit any additional activities for the classoom? If so, how could you implement?

MOVEMENT PROBLEM: VII. EXPLORE RANGE OF MOVEMENT OF BODY AND BODY PARTS IN RELATION TO OTHER OBJECTS PART II

RESOURCES:

Pg. 2 of 18.7

18.6 / 18.7

LEVEL: A-B-D

ACTIVITIES

- .Can you balance frisbee on pla-tube?
- .Can you travel around the room?

PARTNER PLAY GAME: EXCHANGE THE FRISBEE

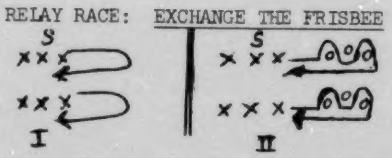
- .Can you push the frisbee to your partner with your pla-tube?
- .Can both you and your partner exchange the frisbees at the same time?
- .Can you balance your frisbee on the pla-tube and transfer it to your partners pla-tube? Back and forth....?

E. CHATTER TIME

VARIATIONS

- .Develop obstacle course.
- .Relay race

RELAY RACE: EXCHANGE THE FRISBEE



I. Can you push your frisbee to the line and back to your team? Exchange to team mates?

II. Can you push your frisbee on the floor around the traffic cones and back to your team mates? Exchange to team mates?

TEACHER INFORMATION

TEACHER-PUPIL EVALUATION

11. Are you providing individual assitstance for those children who are having difficulties? How can you involve their parents in providing extra assistance?
12. Are you comfortable using this teaching style?

MOVEMENT PROBLEM: PART III. VIII. CONTINUE TO EXPLORE RANGE OF MOVEMENT OF BODY AND BODY PARTS IN RELATION TO OTHER OJBECTS

18.0 / 18.8

COORDINATION

LOCATION: GYMNASIUM/LARGE PLAY AREAS

LEVEL: A-B-D

EQUIPMENT/MATERIALS: BATACCAS/BALLOONS/BEACHBALLS

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 18.8.1 Listen and follow directions. .2 Blow up balloons. .3 Tie balloons. .4 Tap balloons high. .5 Tap with right hand-left hand-both hands. .6 Identify properties of batacca. .7 Negotiate space. .8 Tap balloon with batacca .9 Travel tapping balloon with batacca. .10 Recognize concepts:-high-medium-low level right-left hand-both .11 Move an object with another object. .12 Work with a partner. .13 Be a team member. TEACHER OBJECTIVE: To provide coordination activities to enable the child to explore other objects in relation to body and body parts.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE: "Today, we are going to work with the Bataccas and balloons. I am going to give each of you a balloon. When I give you your balloon, will you blow up your balloon and tie it up? .Can we tap the balloon high in the air? Can we tap it with our right hand...left hand...both hands? Can we kick the balloon around the room (don't let it touch the floor) right foot...left? DISTRIBUTE BATACCA TO EACH CHILD: .Discuss properties such as size, shape, color, weight, etc. GRIP: Can we shake hands with the Batacca? (this will insure proper grip)		1. Plan for distribution and collection of materials. 2. Discuss the properties of the batacca. 3. Continue to encourage children to explore and utilize all space. 4. Provide individual assistance to those children who are having difficulties manipulating bataccas. 5. Focus on utilization of space. 6. During games, insist that your children call the ball before hitting: "I've got it," "Me" This will avoid collisions and/or any problems. 7. Reinforce vocabulary words and concepts in the classroom. 8. Practice tying in classroom. Use a variety of materials in tying. 9. Set up a classroom corner for practice of batacca. For example: BATACCA HANDBALL.	1. Are the children listening and following directions? 2. Are the children adventuresome with space utilization? 3. Are the children able to blow up and tie their balloons? 4. Are the children able to control the tapping of their balloon with their hands? 5. Are the children able to manipulate the balloons with the bataccas maintaining good control? 6. Are the children able to work individually...with a partner...team? 7. Are you able to incorporate classroom concepts in gross motor activities? 8. Are you developing a card file of game activities which can be adopted through use of equipment, and gross motor development?

MOVEMENT PROBLEM: VIII. PART III CONTINUE TO EXPLORE RANGE OF MOVEMENT OF BODY AND BODY PARTS IN RELATION TO OTHER OBJECTS

Pg. 2 of 18.8 | 18.0 / 18.8

RESOURCES:

LEVEL: A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
.Can we travel around the room holding the batacca at a high ...medium...low level? .Using the batacca, can you keep your balloon up? .Can you keep it up in your personal space? .How high can you make the balloon go? .Can you travel around the room keeping the balloon in the air?	.Can you alternate hands while keeping the balloon up?	10. Reinforce the rules of the game in class.	9. Are you providing individual instruction for children with difficulties? 10. How could you adapt this lesson or part of this lesson to focus on eye-foot development? 11. Did everyone have fun?
C. PARTNER PLAY: "KEEP IT UP" (One (1) balloon) .Can you tap the balloon back and forth?			
D. BATACCA-VOLLEY BALL Divide class into teams. Simulate volley ball game using bataccas. Add more balloons to game, use volley ball rules.	BATACCA VOLLEY BALL: Use beachball somewhat deflated.		
BLIND VOLLEY BALL-BATACCA STYLE As above- cover net with sheet so children cannot see balloon until it is coming over net. Use volley ball rules.	BLIND VOLLEY BALL - BATACCA STYLE Use beachball somewhat deflated.		
E. CHATTER TIME			

MOVEMENT PROBLEM: IX. PRE-BOWLING SKILLS

18.0 / 18.9

COORDINATION

LEVEL A-B-D

LOCATION: GYMNASIUM/LARGE PLAY AREA

EQUIPMENT/MATERIALS: BALLS (ASSORTED SIZES) BOXES, CLOROX BOTTLES, ETC. SEE TEACHER INFORMATION #6

RECOMMENDED BEHAVIORAL OBJECTIVES

THE CHILD SHOULD BE ABLE TO:

18.9.1 Listen and follow directions.
.2 Collect their equipment and set up stations.
.3 Roll ball through box(es).
.4 Compute simple addition.
.5 Record scores in correct box.
.6 Roll ball at pins.
.7 Perform a one step approach.
.8 Work with a partner.
.9. Bowl a modified game.
.10 Set up pins.
.11 Discuss the activity for the day.

TEACHER OBJECTIVE:

To provide activities that focus on the development of coordination that also provides an avenue for recreational or life time sports.

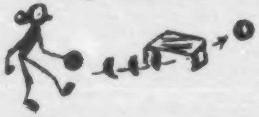
ACTIVITIES

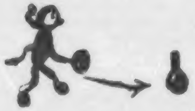
A. WARM-UPS

B. MOVEMENT EDUCATION TECHNIQUE:

"Today, we are going to explore the game of bowling."

- .Can we each get a ball and a box and find a line to stand on?
- .Can you put your box on the "X"?
- .From the fowl line, can you roll the ball through the box?





To increase accuracy, substitute boxes with gallon clorox bottles or other containers.(large)

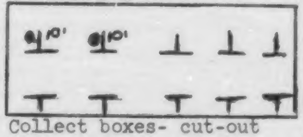
VARIATIONS

.Add 2, 3, 4, 5 boxes a few feet apart. This will increase accuracy.

.PARTNER BOX BOWL - One (1) person bowls while the other scores. Modified Bowling. See Teacher Information #2.

TEACHER INFORMATION

1. Plan for the collection and distribution of equipment.
2. Teach simple addition in classroom.
3. Mark lines on floor establishing bowling stations. Use tape, paint, etc.



4. Collect boxes- cut-out sides. Color code the boxes and assign points. Provide score sheets. For example RED - 5, YELLOW - 3, BLUE - 1

SAMPLE SCORE SHEETS

NAME	1	2	3	4	5	6	7	8	9	10
MARY	6									
JOHN										
BILL										

Total the number of boxes and record score. For example one red 5 + one blue 1 = 6. Mark 6 in the first square, etc.

TEACHER-PUPIL EVALUATION

1. Are the children listening and following directions?
2. Are the children able to collect and set up their bowling stations?
3. Are the children capable of counting and scoring?
4. Can the children roll the ball?
5. Can the children coordinate the arm swing with the step-slide?
6. Are the children able to follow-through?
7. Are the children aware of the fowl line?
8. Are you developing classroom lessons in simple addition, scoring procedures, rules?
9. Did you set up a Bowling classroom corner?
10. Are the children having fun?

MOVEMENT
PROBLEM: IX. PRE-BOWLING SKILLS

Pg. 2 of 18.9

18.0 / 18.9

RESOURCES: AAHPER "GYM-BOWL MANUAL" and "HOW WE DO IT GAME BOOK"

LEVEL: A-B-D

ACTIVITIES

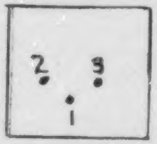
TEACHING PROPER TAKE-OFF (APPROACH, DELIVERY OF BALL):

Partners - one (1) ball

.Using one step can you roll your ball to your partner. Partner, stop the ball with your right... left or both feet? Continue rolling and stopping. (see TEACHER INFORMATION #5)

MODIFIED BOWLING: PARTNERS:

.Using plastic containers as pins. BOWL. See "Partner Box Bowl." Use score sheets. Set up pins at station.



(AS SKILL INCREASES ADD PINS)

SPECIAL NOTE:
One child acts as scorer and pin person. While other bowls. Change positions for ten (10) frames.

[illegible]. CHATTER TIME

VARIATIONS

TEACHER INFORMATION

5. ONE STEP APPROACH: With rolling hand at side, bend body forward bringing rolling hand back, take step, (if rolling hand is right, step left and visa versa) and at the same time swing arm and roll the ball. Emphasize slide after step and keeping low until the ball is released. The other foot should naturally lift off the floor. (Practice just the step-sliding motion).
CUE: Try to focus your children on the feeling that their arm and hand is stretching way out and that they are going to "GRAB THE PIN." (FOLLOW-THROUGH)
6. EQUIPMENT: If you are fortunate to have the plastic bowling sets-fabulous-but, if you don't-improvise. PINS: Clorox bottles/milk cartons/plastic milk jugs/ etc. BALLS: Beach balls/ rubber playground balls/ volley balls/ paper wads rolled up and taped/ handballs/ whiffle balls/etc.

*(see next column)

TEACHER INFORMATION

* Adjust the size of the ball to each child. If your children use two (2) hands and use a two (2) handed delivery, body rotating the ball is too big. Substitute smaller ball.

7. Classroom discussion can involve development of vocabulary such as roll, bounce, spin, follow-through, bend, swing forward, swing backward.

START POST TESTING -
REFER TO PRE-TEST PACKET

MOVEMENT PROBLEM: I. PRE-TEST: BASIC BODY COORDINATION	19.0 / 19.1
	COORDINATION
LOCATION: GYMNASIUM/ CLASSROOM	LEVEL: C - E
EQUIPMENT/MATERIALS: SEE TESTING PACKET	

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 19.1.1 Listen and follow directions. .2 Perform test items. .3 Work independently. TEACHER OBJECTIVE: a) To administer a BASIC BODY COORDINATION TEST to evaluate and establish students baseline performance. b) Provide a developmental and sequential program of learning activities (skills) which will develop, enhance and/or remediate coordination skills. c) Provide a program of coordination skills that are socially appropriate for the intermediate group.	A. ADMINISTER PRE-TEST ITEMS: 1. General body coordination- 6 items. 2. Eye-hand coordination- 7 items. 3. Eye-foot coordination- 7 items. B. CHATTER TIME	NO VARIATIONS FROM PRE/POST TESTING	1. Equipment should be set-up prior to testing. See test items for equipment needed. 2. Explain, demonstrate and provide students practice time for each test item. 3. If items need to be modified due to physical handicaps etc., note on profile for post-testing data. Administration of the pre/post test must be identical for valid results. 4. Familiarize yourself with test items and know the common motor problems for each specific test item. 5. Testing involves two (2) aspects: a) can or can't the student perform the task? b) is he performing the the task with assurance and confidence? 6. Provide a workshop for parents familiarize themselves with program and needs of their children.	1. Are the students listening and following directions? 2. Did you organize and set-up the testing facility prior to testing? 3. Was the environment conducive and safe for testing? 4. Are you able to evaluate performances of test items using the scoring key? 5. Have you tried to perform each test item? 6. Are you familiar with the common problems that can occur with each test item? 7. Are your students performming the test items with confidence and assurance? 8. Did you note the pre-test scores in each students permanent file? 9. Are you informing parents and supervisors of students performance (strengths-weaknesses)? 10. Are you able to develop individual remediation activities for your students who need additional work?

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MOVEMENT PROBLEM: I. PRE-TEST: BASIC BODY COORDINATION

Pg. 2 of 19.1 | 19.0 / 19.1

RESOURCES: *"PARENT ACTIVITIES AT HOME" BOOKLET: BCRMD MOTOR EDUCATION PROGRAM, 65 Court, Rm. 826, Brooklyn, N.Y. 11201

LEVEL: C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
		*a) Provide "Activities at Home" booklet to assist and encourage them with their children. (see attached) b) Provide and inform parents of additional recreational activities that families can do together. 7. Record pre-test scores on profile. 8. Duplicate profile sheets one (1)/child and fill out pertinent information. 9. Develop classroom corners that provide for specific test areas. Allow students to practice. 10. Plan meaningful activities for students who are waiting their turn. The area should be away from testing site to insure maximum performance and safety of students. 11. Make the testing fun and the the environment conducive to testing. 12. Refer to 18.0 Level A-B-D for any modifications you may need to develop for individual students. *	11. How much time was necessary to complete testing? 12. Did you provide meaningful activities for students who are not being tested? 13. Did you discuss test results with each student? * TEACHER INFORMATION (CONT'D) 13. Tests should produce positive and successful experiences for our students.

19.1 LEVEL C-E

COORDINATION TEST

Administer the three (3) components of the Coordination Test. Check column (✓) that appropriately qualifies student's performance. See key below.

STUDENT'S NAME:______________________ AGE:________ LEVEL:________ SCHOOL:____________ TEACHER:________________

TEST ITEMS:

	PRE-TEST			POST-TEST			TEST DIFF.		
I. GENERAL BODY COORDINATION	S	U		S	U		I	S	R
1. Forward roll - 2 consecutive.									
2. Crawling 6' over 3 objects on mat (6" off mat).									
3. Jumping jacks: 4 consecutive									
4. Alternate toe touching: 4 consecutive									
5. Jump (as high as possible) and clap hands.									
6. Jump (as high as possible) clicking heels.									
II. EYE-FOOT COORDINATION									
1. Jump over object forward and backward without loosing balance 6 times. (6" off mat)									
2. Hop 10' line (place objects every 2') - 6" off line.									
3. Run up steps using an alternate foot sequence.									
4. WITHOUT ASSISTANCE: A) Jump off bench 18" high.									
B) Jump off bench 18" high landing on right foot.									
C) Jump off bench 18" high landing on left foot.									
5. Jump over rope 12" high without losing balance.									
6. Kick ball at target 6' away.									
7. Control bean bag with foot through pathway 10' (ZIG-ZAG).									

	PRE-TEST				POST TEST				TEST DIFF.		
III. EYE-HAND COORDINATION	S	U			S	U			I	S	R
1. Bouncing ball through obstacle course 10' travelling from right to left.											
2. Toss ball and catch with scoop. 3 times.											
3. Throw bean bags 3 times at 24" square target.											
4. Catch ball bounced to him 3 times. high level											
medium level											
low level											
5. Throw ball to wall and catch on first bounce 3 out of 5 times, 10' from wall.											
6. Roll ball between two pins 2' apart - distance 10'											
7. Tap beach ball against wall 3 consecutive times above 10' line.											

KEY:

S: SATISFACTORILY PERFORMED SKILL

U: UNSATISFACTORY PERFORMANCE - demonstrates deficiency - needs instructional time and practice.

I: IMPROVEMENT DEMONSTRATED

S: SAME SCORE (PRE/POST)

R: REGRESSED - POST TEST SCORE LOWERED - RETEST IN A FEW DAYS

19.0 / 19.2

MOVEMENT PROBLEM: II. UTILIZING MIND-BODY APPROACH TO SOLVE COORDINATION MOVEMENT PROBLEMS

COORDINATION

LEVEL; C - E

LOCATION: GYMNASIUM/LARGE PLAY AREA

EQUIPMENT/MATERIALS: BENCHES, PLA-TUBES, HULA HOOPS, BALLS RECORD PLAYER:-ANY RECORD WITH GOOD RHYTHM OR APPROPRIATE UNDERLYING BEAT

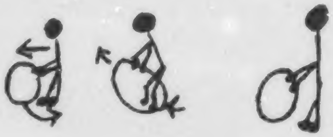
RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 19 .2.1 Listen and follow directions. .2 Work independently. .3 Define and describe term coordination. .4 Jog into the less crowded spaces. .5 Jog around-over-through-in obstacles. .6 Run, jump, slap heels. .7 Put body in the air (stretching, curling, twisting, turning) and land safely. .8 Roll in many directions. .9 Jump rope with a hula hoop. .10 Work with a partner. .11 Demonstrate good body control. .12 Coordinate body and objects to complete specified skills. TEACHER OBJECTIVE: To provide activities that lead to building skills leading to development of complex movements.	A. WARM-UPS- Jogging to music. B. MOVEMENT EDUCATION TECHNIQUE: "Today, we are going to explore the area of coordination. Coordination involves all parts of our body working together with our environment, so that we can perform efficiently and effectively. It means that we are going to 'tune in' to our body, mind, and all the things we work or play with. Let's put it all together today." .Can we run and jump over the lines on the floor? Can we jump and slap our sides...knees...ankles...heels? .Can we run and jump over the lines and slap our heels? .How many different ways can you roll in your	Set up a variety of obstacles, and vary the distance between objects. Increase the distance daily. .Change pathways, speed, levels. .Hold our knees (jump tuck) .Jump off an object and slap heels. .Straddle jump off object. .Jump off object, land and roll. .How many different ways can you stretch...curl...turn your body while in air? (jump tuck, jump straddle)	1. Refer to past lessons that involve coordination activities such as tumbling (self-testing skills), flight, etc. 2. Jogging is an excellent overall fitness activity. It develops endurance and can lead to the development in routines focusing on inexpensive leisure time/lifetime activity. THREE (3) ways to JOG: a) Jog-Walk-Jog:- Jog until a little tired-then walk, etc. b) Jog to cover a particular distance (increase or decrease pace). c) Jog controlling the pace but maintaining distance. (Provide heavy and easy workouts for best results) 3. If your students are having any medical problems - consult with physician for an adaptive jogging program.	1. Are the students listening and following directions? 2. Are the students performing the behavioral objectives stated? 3. What evaluative tools are you utilizing to measure? 4. Is there enough interest and excitement to develop a jogging club. If not, what are some ways to motivate? 5. Are the students utilizing space appropriately and safely? 6. Are the students able to coordinate body and body parts to travel through air space? 7. Are the students secure and confident enough to take the risks of trying new activities? 8. Are the activities challenging their skill abilities? 9. Are the student successful? 10. Are the students able to work with partner without undo problems?

MOVEMENT PROBLEM: II. UTILIZING MIND-BODY APPROACH TO SOLVE COORDINATION MOVEMENT PROBLEMS

RESOURCES:

Pg. 2 of 19.2 | 19.0 - 19.2

LEVEL: C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
.personal space? .Can you jump off the bench, land and roll? .Holding your hoop in front of you can you jump into the hoop... backward? .Can you use your hoop as if you were jumping rope? .Can you turn your hoop on the floor? .Can you spin it like a top? .Can you roll it around you? .Can you bounce the hoop and catch it like a ball? .What other activities can you do with your partner? C. CHATTER TIME	.While jumping off the object, can you catch the ball? .Holding your pla-tube at knee level, can you jump forward...backward? .How high can you put your pla-tubes and still jump over it?  .Can you travel around the room with your hoop as if it were a jump rope?	4. Organize a jogging program. Check community for clubs, programs, etc., Award program, etc. Involve parents where possible. 5. Allow sufficient practice time for students to develop skills. 6. Move about students assisting each with their particular problem. 7. Refer to ABD Coordination for additional individual, partner and game activities with hoops. 8. Move from pair to pair noting creative activities and ask the rest of the class to perform. Note any good ideas that can be incorporated into future lessons and adapted with other kinds of equipment. 9. Plan for the distribution and collection of materials.	11. Is the care of the equipment demonstrated as they collect, use and store equipment? 12. Are these activities reinforcing coordination skill development? 13. How can these activities be developed and practiced in your classroom? 14. Did everyone have fun?

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MOVEMENT PROBLEM: III. LEAD - UP GAMES FOR RECREATIONAL SOFTBALL

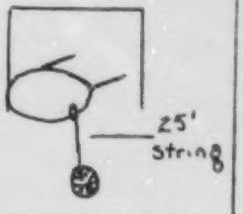
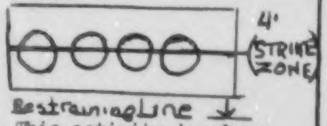
19.0 / 19.3

COORDINATION

LEVEL: C - E

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: LARGE WHIFFLE BALLS, STRING, PLA-TUBES, PLASTIC BAT (OR BATACCA), BATTING TEES

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 19.3.1 Listen and follow directions. .2 Jog showing increased distance and faster pace. .3 Toss ball and catch. .4 Toss ball and catch travelling through general space. .5 Underhand toss at target. .6 Work with a partner. .7 Toss underhand to batter. .8 Bat the ball (without throwing it). .9 Toss underhand to batter. .10 Work with a partner. .11 Toss overhand at target. .12 Toss overhand at batter. .13 Retrieving ball (fielding). 14 Play modified softball game. .15 Understand simplified rules.	A. WARM UPS: Continue jogging program. Increase distance and shorten pace. B. MOVEMENT EDUCATION TECHNIQUE: .Can you find a whiffle ball and go to a personal place? .Can you toss the ball up and catch? (right...left...both) .Can you continue tossing and catching? (personal space, general space) .How high can you toss the ball and still catch? .Can you find a place on the line? .Can you toss the ball underhand trying to hit the circle(target)? ALLOW PRACTICE TIME FOR SKILL DEVELOPMENT		1. Tie a string through whiffle ball with large knot at one end. Tie the other end to basketball backboard, support pole or hoop.  2. Set up stations before class enters gymnasium. 3. Tape line on gymnasium wall 4'. high.. Tape targets (0). Set restraining line.  4. This activity involves throwing, catching, batting, tossing for accuracy. Note: String limits travel	1. Are the students listening and following directions? 2. Are the students demonstrating a level of endurance of jogging? 3. Is the gymnasium set-up prior to students arrival? 4. Did you plan for the collection of the material? 5. Are the students developing an awareness of their body and all its capabilities? 6. Are the activities varied and challenging for your students? 7. Are the students feeling success? 8. Did this lesson create and motivate intramural program? 9. Did the lead-up games focus and further develop particular aspects of the skill development? 10. How could you incorporate this lesson into cognitive development? 11. Was the play area safe for the students?

MOVEMENT PROBLEM: III. LEAD - UP GAMES FOR RECREATIONAL SOFTBALL

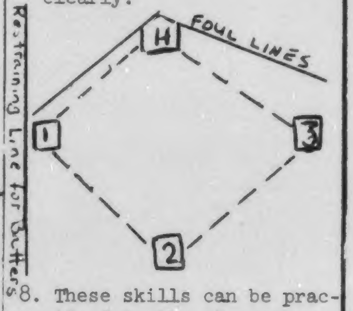
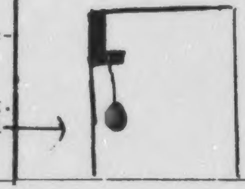
Pg. 2 of 19.3

19.0 / 19.3

RESOURCES: PHYSICAL ACTIVITIES FOR THE MENTALLY RETARDED(IDEAS FOR INSTRUCTION)
AAPHER, 1201 Sixteenth Street, N. W. , Washington, D.C. 20036

COORDINATION

LEVEL: C - E

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
TEACHER OBJECTIVE: To provide activities to prepare students to participate in games of higher organization.	BATTING SKILLS: .Can you find a pla-tube (plastic bat)? .Can you hold the pla-tube with both hands at the bottom and stand like a baseball player? .Can you get your elbows out to the side and up? .Can you continue swinging the bat? STRESS: FOLLOW THORUGH WITHOUT THROWING BAT .Can you find a partner to work with? Decide who will be the pitcher and who will be the batter. Remember you will change places. .Pitcher, can you toss the ball underhand and batter can you hit it? REPEAT ABOVE PROCEDURE USING OVERHAND TOSS .Can you and your partner find a station? .Pitcher, can you toss the ball overhand to your partner and batter can	LEAD - UP GAMES to improve specific skills focusing on SOFTBALL: SEE RESOURCES: TEE BALL: To improve batting and fielding skills. BALL ON A STRING: To improve batting skills; proper stance at the plate, grip of bat and swing. BASE TAG: To improve base running. LYKINS BALL: To improve hitting, catching, fielding. THROW IT AND RUN: To improve throwing, and catching a soft ball.	and flight of ball saving time in retrieval. AS EACH GROUP BECOMES MORE PROFICIENT REMOVE STRING. 5. Review modified rules of softball in classroom. 6. Officiate game. 7. Insure that the area is free from obstacles. Set up restraining line for batters. Mark foul lines clearly.  Restraining Line for Batters H FOUL LINES 1 3 2 8. These skills can be practiced in the classroom if light fixtures are accessible to tie string. When possible "L" shaped brackets can be instal-	12. Did the students have fun? 13. Are the students aware of the spatial relation of body, ball and bat? 14. Are the students aware of the speed and direction of the ball? 

MOVEMENT PROBLEM: III. LEAD - UP GAMES FOR RECREATIONAL SOFTBALL

RESOURCES:

Pg. 3 of 19.3 | 19.0 / 19.3

LEVEL: C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
you hit it? ALLOW SUFFICIENT PRACTICE TIME FOR SKILL DEVELOPMENT. C. MODIFIED SOFTBALL GAME: Provide minimum amount of rules to insure softball game. As students become more proficient include additional rules. D. CHATTER TIME	Tossing and batting with self. See Teacher Information #11.	led in gymnasium. 9. Discuss the importance of level, swing, follow through. Keeping the eye on the ball. 10. ANALYSIS OF TOSSING AND BATTING WITH SELF: RIGHT HANDED BATTER: Stand with bat on right shoulder, right hand on bat, toss ball high in the air, regrasp bat with left hand under right hand and swing. This is a difficult skill and is challenging for students with a high degree of skill. 11. To insure spatial awareness, stress the fact that the object is an extension of the arm. Skill can progress from striking with hand to object. This is not an easy task. USE BATTING TEES FOR STATIONARY BATTING PRACTICE.	

19.0 / 19.4

COORDINATION

LEVEL: C - E

MOVEMENT PROBLEM: IV. LEAD - UP GAMES FOR RECREATIONAL GOLF

LOCATION: GYMNASIUM/OUTDOOR LARGE PLAY AREA

EQUIPMENT/MATERIALS: PLASTIC HOCKEY STICKS, SPONGEBALLS

RECOMMENDED BEHAVIORAL OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

19.4.1 Listen and follow directions.
.2 Identify hockey sticks and parts.
.3 Grip stick properly.
.4 Find personal space.
.5 Locate "HOME" position.
.6 Swing stick.
.7 Swing stick backward and forward smoothly.
.8 Identify body planes in relation to planes of the ball-spatial awareness.
  .Stand in front of ball.
  .Stand behind ball.
  .Stand to left side.
  .Stand to right side.
.9 Manipulate stick.
.10 Drive ball ___ feet.
.11 Putt accurately.
.12 Work independently.
.13 Work safely.

TEACHER OBJECTIVE:

To provide activities that encourage the interest and participation for leisure time/life time activities.

ACTIVITIES

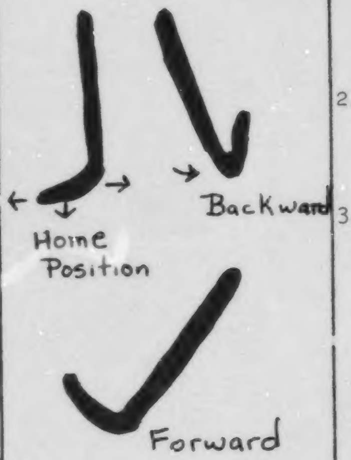
A. WARM-UPS: Continue jogging program.

B. MOVEMENT EDUCATION TECHNIQUE:
  .Can you find a hockey stick and go to a personal space?
  .Can you hold the hockey stick like a baseball bat and put blade on floor?

We'll call that home position.
  .Can you lightly swing the hockey stick back and hold?
  .Can you swing it forwa forward to home?
  .Can you repeat that... again...again?
  .Can you swing the stick lightly backward and swing lightly forward past home position and hold?
  .Can we practice the full swing? (backward and forward)

DISTRIBUTE SPONGEBALLS-PUT STICKS DOWN.

VARIATIONS



TEACHER INFORMATION

1. Provide a brief orientation on the sport of golf. Discuss clubs/balls etc. Explain to the class that clubs will be substituted by hockey sticks or platubes, etc.
2. Set-up distance marks 10', 20', 30', etc. on gymnasium floor using tape or traffic cones. Identify restraining line.
3. Travel throughout room and assist each student.

Common Problems:
  .Standing too close to ball.
  .No transfer of weight.
  .Loss of balance.
  .Poor rhythmical control.
  .Lifting head too quickly. (taking eye off the ball)
  .The arc of the swing is flat, (chopping at the ball).
  .No follow through.
  .Inability to swing the limbs freely.

TEACHER-PUPIL EVALUATION

1. Are the students listening and following directions?
2. Are you assisting each student individually as they are practicing skills?
3. If you were unable to organize gymnasium prior to class, how much time was taken away from class time to prepare the gymnasium for activities?
4. Do the students understand the concept of the stick operating as an extension of the arm?
5. Are your students demonstrating an improvement in their distance scores - accuracy scores?
6. How could you adapt this activity for students in wheelchairs?
7. Did the list of common problems assist you?
8. Were the students motivated by this activity to want to go to a miniature golf course, driving range, etc?
9. How would you develop a classroom corner?

MOVEMENT
PROBLEM: IV LEAD - UP GAMES FOR RECREATIONAL GOLF

RESOURCES:

Pg. 2 of 19.4 | 19.0 / 19.4

LEVEL: C - E

ACTIVITIES

.Can you stand behind...in front...to the leftside...to the right-side of the ball? Repeat.

SAY TO CLASS: If your are right-handed, stand to the left side of the ball. If you are left-handed stand to right side of the ball. Face the ball, placing the blade in home position behind the ball. Take a large step backward keeping the stick in home position.

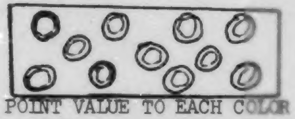
- .Can you swing the stick lightly back -- return to home position without hitting the ball? Continue practicing backswing?
- .Starting from the home position, can you swing backward and forward hitting the ball?
- .Can you continue to practice swinging your stick around the gymnasium? (see Teacher Information #1)
- .Can you find a personal spot behind the restraining line?
- .Could you make sure that no one is touched with your stick while you are practicing your golf swing?
- .How far can you hit your sponge-ball?

PRACTICE

C. CHATTER TIME

VARIATIONS

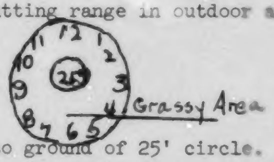
PUTTING (ACCURACY)
Scatter colored hoops around gym floor.



ASSIGN POINT VALUE TO EACH COLOR
RED - 5 BLUE - 3 YELLOW - 1

Have students practice hitting six (6) balls into hoops. Students keep score.
Give each student a #10 can with one end open. Have students practice putting ball into can.

Develop putting range in outdoor area



Put cup into ground of 25' circle. Label area to resemble clock. Give each student a bucket of balls to practice putting. i.e. Can you stand on the Number 12 and putt ball into the cup?

TEACHER INFORMATION

4. Instill the concept that the implement (stick) is an extension of the arms.
5. Golf is an outstand recreational activity. It also provides for muscle development, timing, accuracy and total body coordination. The swing requires the use of the back, arms, shoulders and hands and relies on the coordination of all muscle groups.
6. Develop a miniature golf course in the gymnasium.
7. Seek outside resources in the community such as a driving range. Request assistance from the owners/professionals to provide facility or expertise.
8. Criteria established for standardization of scores is limited. Gather data on student's performance amount of time necessary to learn skills, etc. Note new activities and and games. Establish card file of activities.

TEACHER-PUPIL EVALUATION

for students to practice these skills?

10. Were you able to contact resource people to assist you?
11. Did you demonstrate any of the skills?
12. Are you developing a card file of activities?
13. What modifications did you make - were they noted on plan?
14. Did everyone have fun?

MOVEMENT PROBLEM: V. FENCING

19.0 / 19.5

COORDINATION

LOCATION: GYMNASIUM/LARGE PLAY AREA

LEVEL: C - E

EQUIPMENT/MATERIALS: BATACCAS, HULA HOOPS

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 19.5 .1 Listen and follow directions. .2 Describe the sport of fencing. .3 Pantomime a fencer. .4 Say "ON GUARD" to imitate ready or starting position. .5 Perform the "LUNGE." .6 Perform the "PARRE." .7 Combine the "PARRE" and "LUNGE." .8 Perform "SLASH" (overhand, underhand, diagonal). .9 Perform the "BLOCK." .10 Perform the "DODGE." .11 Score. .12 Follow rules of game. .13 Fence in personal space/general space. .14 Officiate games. TEACHER OBJECTIVE: To present the sport of fencing which provides for the development of total body coordination and provides a basis for leisure time activities.	A. WARM-UPS: Continue jogging program. Increase distance and decrease time. B. MOVEMENT EDUCATION TECHNIQUE: "Today, we are going to learn how to fence. Can anyone tell us what the sport of fencing is?" .Can anyone show us how a fencer stands? .What does a fencer hold in his hand? (sword, foil, etc.) .Can we pantomime a fencer with a sword in his hand? .What does a fencer say before he starts to fence? (ON GUARD!) .Can we all say that? .When we say that, can we take a big step forward? That is called a lunge. .Can we take a big step forward pushing your hand forward as if to touch someone with our sword?		1. Fencing originated as a combative and dangerous sport. Discuss sport in a social studies class. Take the class to museum to examine weapons, etc. 2. Safety is of utmost importance. STRESS: STRIKING ZONE - shoulder to hips. Monitor activity closely. Inappropriate behavior must be discouraged. 3. Refer to a fencing text or manual for illustrations and additional skills. 4. Explore community resources particularly the colleges who offer fencing programs. Seek volunteers to assist you to provide demonstrations. 5. COMMON PROBLEMS: .Loss of balance .Inability to move arms and legs simultaneously. .Inability to hold arm out in a horizontal position based on strength deficit. .Poor footwork.	1. Are the students listening and following directions? 2. Are the students meeting the requirements of the stated behavioral objectives? 3. How can the sport of fencing be developed further in the classroom? 4. Did you receive any assistance from outside agencies for additional motivation? 5. Are the students able to play by the rules of the game? 6. Were the students able to determine winners using point scale? 7. If you do not have bataccas, what other equipment could be utilized? 8. How much time was needed to teach individual skills? 9. Are the students able to officiate the games? 10. Did everyone have fun?

449

450

MOVEMENT PROBLEM: V. FENCING

Pg. 2 of 19.5 19.0 / 19.5

RESOURCES:

LEVEL: C - E

ACTIVITIES

- .Can we travel around the room practicing our lunge without collision, say "ON GUARD" as we pass each other?
- .Can we find a partner to fence with and can you go to a personal space?
  (See Variations: Lead-up skills to dodging)
- .Can one of you get a pair of bataccas?
- .Can we practice the lunge with our batacca? (Score one (1) point for each touch).

PARRE: Facing your partner:

- .Can you cross bataccas saying ON GUARD?
- .Can you put your hand on your hip?
- .Can you circle your batacca around your partners batacca?
- .Can you change the direction of your circle?
- .Can you combine a parre and a lunge trying to touch your partner?

Continue practicing using the parre and lunge while travelling in general space.

SLASH (Overhand, underhand, diagonal)

ACTIVITIES

HORIZONTAL BLOCK:

Assign BLOCKERS (defensive position) and SLASHERS.
Say to class:
"There are many strategies used to score points and at the same time many strategies to protect. (TEACHER NOTE: For every action, there is an equal and opposite reaction).

BLOCKERS pose by holding batacca at both ends in front of you horizontally

SLASHERS, can you slash (strike) your opponents batacca with an overhand hit and HOLD?

- .Can we do that again? Change positions.

(Repeat for underhand and diagonal slash)

- .Can you find your partner again?

When I say go, can you cross your bataccas saying ON GUARD and start fencing. One (1) point scored for *each touch between the shoulders and the hips.

*** ACTIVITIES**

TEACHER NOTE:
Once fundamentals are learned, individual "bouts" and team "bouts" can be played. A point system should be developed such as:

1 point - clean slash to legs, arms.

2 points- clean strike to abdomen, side, shoulders or back.

3 points- heart

NO SLASH to face, genitals.
Result in loss of bout.

C. CHATTER TIME

VARIATIONS

LEAD-UP SKILLS TO DODGING:

Dodging is a reaction of the mind-body to avoid being touched, tagged or hit.

Scatter hoops on floor. One partner stands in hoop dodging while the other practices lunging.
Exchange place.

TEACHER INFORMATION

- .Lack of visual pursuit.
- .Rigid body.
- .Fear

6. Size, strength and skill is an important factor in success. Insure that students are paired appropriately.
7. Develop a Batacca Fencing Tournament.
8. Praise students.
9. Move throughout area providing assistance during the games to reduce conflicts in scoring and rules of the game.
10. Teach officiating of game so that students have equal opportunity to plan and officiate.

19.0
19.6

MOVEMENT PROBLEM: VI COMBINING BASIC SKILLS TO FURTHER DEVELOP COORDINATION

COORDINATION

LEVEL: C - E

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: CLOTHESLINE: CUT 8' JUMP ROPES, 12' JUMP ROPES, ONE (1) PER STUDENT

RECOMMENDED BEHAVIORAL OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

19.6.1 Listen and follow directions.
.2 Jog further and faster.
.3 Find a personal space on the circle.
.4 Jump over the turning rope.
.5 Tell time.
.6 Travel under or over a rope.
.7 Jump rope.
.8 Repeat verses of rhymes
.9 Count while jumping.
10 Recite letters of the alphabet while jumping.
.11 Work with a partner.

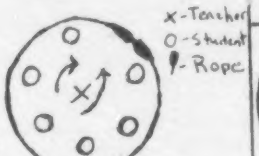
TEACHER OBJECTIVE:

To provide manipulative activities developmentally and sequentially that enhance and enrich coordination skills.

ACTIVITIES

A. WARM-UPS: Continue jogging program. Increase distance and decrease time.

B. MOVEMENT EDUCATION TECHNIQUE:
LEAD-UPS TO JUMPING ROPE:
.Can you find a place on the circle?
.How high can you jump over the turning rope as it travels around the circle?



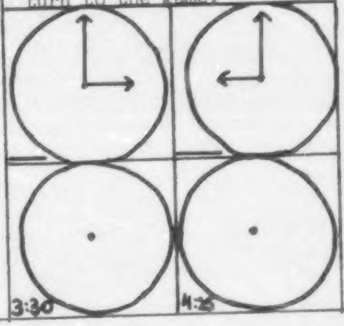
SPECIAL NOTE: Turn rope clockwise around circle.

GAME: JUMP THE JUMPING STATIONS

Establish jumping stations with two (2)

VARIATIONS

FORMATION:
Each student stands on a number. "IT" stands on the center turning the rope clockwise. RULES: When a student is touched by the rope, "IT" says "What time is it?" If the student answers the question correctly he stays on his number and play continues. Develop rexo sheets of a clock. See illustration. Once student has correctly answered 2 out of 3 in each category, he can return to the game.



TEACHER INFORMATION

1. Jumping rope is an essential component of perceptual motor program for the development of all gross motor skills. This activity particularly builds endurance, develops total fitness, allows the student to focus in on body parts and body planes and total fitness.
2. This activity allows each student to move at his or her own pace and progress on to building a sense of accomplishment which builds self-confidence.
3. Provide a classroom lesson in clock reading to insure that each student can tell time.
4. Jumping rope can be difficult because of the timing element involved with the turning rope. TIP: Have student listen to the rope hitting the floor. He then

TEACHER-PUPIL EVALUATION

1. Are the students listening and following directions?
2. Are the students able to travel through space to a specified place?
3. Are they responding to a turning rope?
4. Are they able to tell time abstractly from the floor?
5. Are they able to identify and label the time on the Rexo's?
6. Are the students jumping rope rhythmically and efficiently?
7. Are the students able to create their own verses?
8. How could you develop this lesson into a science lesson?
9. Did you plan the distribution and collection of the ropes?
10. Are you providing additional assistance for those students who are having difficultly?
11. Can you have your own rope jumping contests?
12. Did everyone enjoy the lesson?

MOVEMENT PROBLEM: VI COMBINING BASIC SKILLS TO FURTHER DEVELOP COORDINATION

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19.0 / 19.6

RESOURCES: WOMEN SPORTS, "DOUBLE YOUR PLEASURE", July, 1975 Pg. 23 (Article written by Barbara Grizzuti Harrison with Paul Kelly) WOMEN SPORTS, "JUMP ROPE", July, 1975 pg. 22 (Article written by Barbara Grizzuti Harrison with Paul Kelly) Ms. MAGAZINE, "LEARNING THE ROPES", July, 1975, (Article written by Curtis Ingham & Harriet Lyons, editors of Ms.)

LEVEL: C - E

ACTIVITIES

students holding a 12' rope. The stations have the option to raise or lower the rope. The jumpers must decide how to get over/or under.

INDIVIDUALIZED ROPE JUMPING:

.Can you get a rope and find a personal space?
(Mimetics)
.Can you jump up and down to this beat?
.While jumping can you make arm circles?
.Can you stand with the rope behind you?
.Can you turn the rope over your head and step over it? Continue.

SAY: Turn, walk over, turn, walk over.

.Can we turn and jump over? Again?
.Can we continue?

SKILL PROGRESSION:

.Jump with feet together.
.Jump on right foot only.
.Jump on left foot only
.Alternate feet with each jump.
.Cross arms on every other jump as rope turns in front of student.
.Jumping backwards.

DOUBLE DUTCH: See Teacher Information #7

C. CHATTER TIME

VARIATIONS

Develop a maze of ropes. Stretch ropes at various levels in the activity area. Have students explore and experience sensation of travelling along - through, under and over ropes without touching. Tie bells to rope.

SUSTAINED JUMPING:

.Rope held by two students.
.Student stands on one side of rope between rope turners and faces one of the turners.
.Turners turn rope and student jumps.
.Can you jump and count?
.Can you jump and say the letters of the alphabet?
.Can you jump and name automobiles?
.Etc.
.What pathways can you create jumping rope?
.What rhythmical patterns can be created? (fast, slow, moderate... combination)
.Can you jump to this music?
.Can two of you jump together?
.Can you jump like a boxer?

TEACHER INFORMATION

must anticipate the sound and jump simultaneously. If he hears the sound and then jumps it will be too late.

5. Use a metronome and set it to a slow beat and have students practice.
6. Develop verses for students who can jump continuously for example:
"STRAWBERRY SHORTCAKE, CREAM ON TOP. TELL ME THE NAME OF YOUR FAVORITE (food,etc) Recite alphabet: A-B-C-D- etc. "
When student misses he must give the name on the letter missed. i.e. B-BASEBALL.
7. DOUBLE-DUTCH championships are held annually which are sponsored by the 32nd Precinct Community Council, 250 W. 135 St. N.Y. N.Y. 10030 and Mobil Oil Corporation. There are three main events: the speed routine, compulsory tricks and free style. Contact the 32nd precinct for information. Presently, this event is for girls - hopefully the "MEN" will develop the sport!

TEACHER INFORMATION

8. COMMON PROBLEMS:
.Improper use of arms.
.Inability to turn rope smoothly.
.Timing- simultaneous jump coordinated with anticipation of sound.
.Not jumping high enough.
.Body too rigid.
.Inability to establish rhythmical patterns.
9. Weight of the rope is an important factor in good rope jumping. If the weight is too light students will have some difficulty in jumping.

19.0
19.7

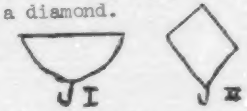
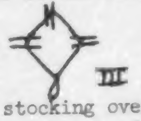
COORDINATION

LEVEL: C - E

MOVEMENT PROBLEM: VII. TENNIS

LOCATION: GYMNASIUM/LARGE PLAY AREA

EQUIPMENT/MATERIALS: SEE TEACHER INFORMATION #1, "HOW TO MAKE A RACKET", YARN BALLS, SPONGE BALLS

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 19.7.1 Listen and follow directions. .2 Jog further and faster. .3 Make a racket. .4 Bounce ball off racket having good control. .5 Toss in a personal space. .6 Catch in a personal space. .7 Toss and catch in a personal space. .8 Volley with partner. .9 Serve ball against wall. .10 Serve and volley with partner. TEACHER OBJECTIVE: To provide gross motor activities that focus on the development of lifetime/recreational skills.	A. WARM-UPS: Continue jogging program. B. MOVEMENT EDUCATION TECHNIQUE: .Can you bounce the yarn ball off your racket keeping it under control...how high... can you travel forward... backward keeping the ball under control? .How many times can you hit the ball without loosing it? .How many different ways can you hit your ball against the wall? .How far away from the wall can you be and still hit the wall? How close? .Can you find a partner and hit the ball back and forth? "THAT IS CALLED A VOLLEY." PUT THE RACKETS ON THE FLOOR .Can you toss your ball and catch it with one hand in your personal	.How many times can you "KEEP IT UP"...10 seconds, 20 seconds, etc.? .Can you hit it high in the air, turn around and and hit it from the bounce? .Change direction	1. Produce your own racket equipment. MATERIALS NEEDED: Heavy wire clothes hangers, stockings or leg of panty hose and tape. .Put both hangers together and pull the center of the straight part to form a diamond.  .Tape two (2) hangers together at the corners.  .Slip stocking over to fit snugly over the diamond shape. Wrap excess around handle. .Tape handles. If the stocking gets too many runs, slip another stocking over the hanger and tape. This is an excellent class project. Students can decorate their own racket for easy identification.	1. Are the students listening and following directions? 2. Are the rackets effective and durable for use? 3. Are the students able to toss and catch ball in their personal space? 4. Are the students able to toss, bounce and catch? 5. Are the students able to toss, bounce and hit? 6. Do the students demonstrate consistancy, accuracy and smoothness in the above three activities? 7. Are the students able to volley the ball back and forth with accuracy? 8. Are the students aware of the special relationship of their body, racket and ball? 9. Are the students able to manipulate the racket without colliding with other students rackets? 10. Are the students able to serve the ball with accuracy and control? 11. Is this activity motiv-

MOVEMENT PROBLEM:	VII. TENNIS
RESOURCES:	
Pg. 2 of 19.7	19.0 / 19.7
LEVEL: C - E	

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
space? .How many times can you throw and catch? .Can you toss the ball high... higher? .Can you toss it high with your left hand and catch it with your right? Can you continue practicing? (Reverse hands) NOTE: Right handers toss with the left and catch with the right - Left handers toss with the right and catch with the left. SERVE: .Can you find a place on the wall to work? .With your left side to the wall, can you toss the ball and hit it against the wall with your hand? PRACTICE "PICK UP YOUR RACKET" .Can you serve the ball with your racket? Continue practicing. PARTNER PLAY: .Can you volley the ball back and forth? .Can you serve to your partner? Partner return serve. Practice exchanging serves. C. CHATTER TIME		2. Footwork patterns are very important and contribute to the success or failure to many activities. Mimetics activities are extremely useful. .Holding the racket in a 'ready postion,' can you travel sidewards to the right...left? (side step - step together - step together) 3. Refer to a Tennis handbook for description game, skill analysis, etc. 4. Tape walls simulating net. Tape floors simulating tennis courts. 5. The scoring of regulation tennis can come later. It is somewhat complicated. Devise a simplified scoring system. 6. Set up tournament play for singles and doubles competition. 7. As students progress in skill, provide regulation tennis rackets and tennis balls.	ating? 12. Did everyone enjoy this activity? START POST TESTING REFER TO PRE TEST PACKET

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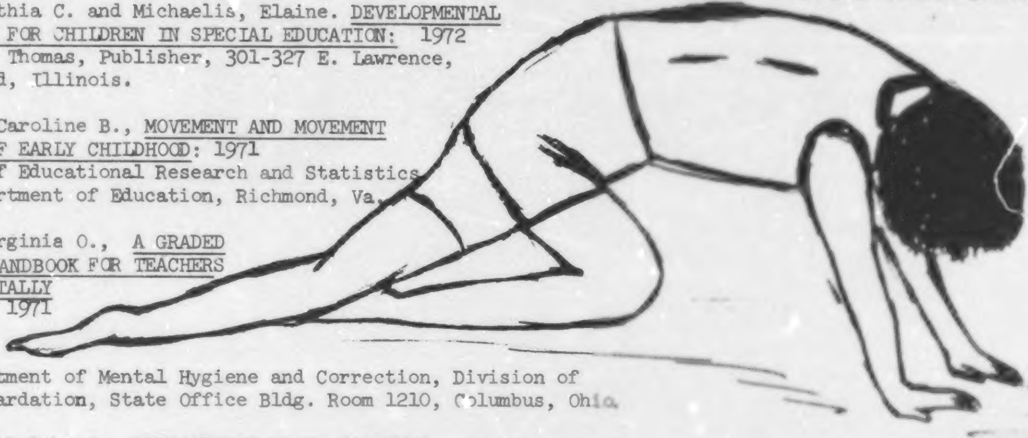


MOVEMENT PROBLEM: I. PRE-TEST: LATERALITY - DIRECTIONALITY

20.0 / 20.1

LATERALITY - DIRECTIONALITY

LOCATION: CLASSROOM

LEVEL: A - B- D

EQUIPMENT/MATERIALS: TESTING PACKET (DUPLICATE PROFILE ONE (1) PER CHILD-READ TEACHER INFORMATION) Record Player/Album #AR516 Educational Activities "GET FIT WHILE YOU SIT."

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 20.1.1 Listen and follow directions. .2 Perform test items. .3 Work independently while other children are taking test. .4 Differentiate concepts such as: - left-right; up-down; bottom-top; together-apart; near-far; around-through; over-under. TEACHER OBJECTIVE: 1) To administer test to determine baseline motor performance and concept awareness to discover strengths and weaknesses. 2) To provide a comprehensive instructional program for children with perceptual-motor, language/or spatial problems.	A. WARM-UPS: Album #516 Side 1. B. Administer Pre-Test: PART I - LATERALITY: Inner sense that one side of body is different from the other. UNILATERAL: Movement of one side of the body or a body part on one side of the body. BILATERAL: Using both sides of the body simultaneously. (parallel movement). CROSS LATERAL: Movements whereby opposite arm and leg move at the same time. PART II. DIRECTIONALITY: Awareness of laterality which can be projected into space and identified. Right-left, up-down, front-back, etc.) C. CHATTER TIME	NOTE ANY VARIATIONS ON PROFILE	1. Fill out profile information for each child. 2. Set up an area in the classroom for testing that will be permanent throughout the testing period. 3. An important component of the perceptual-motor development of your children is the awareness of both sides of the body which is the concept of LATERALITY. Once your children recognize their body in relation to self, objects in space (etc) and can attach labels (right-left, up-down-around, etc) they have learned the concept of DIRECTIONALITY. These concepts have been operating throughout the text of the curriculum. A separate module was established in the text of the curriculum to insure objectivity in the evaluation and assessment of **	1. Are the children listening and following directions? 2. Are you providing for individual differences? 3. Is the atmosphere conducive for testing? 4. Were you acquainted with the concepts of laterality and directionality prior to using this curriculum? 5. Were you able to organize your room to provide for maximum performance? 6. Were you able to expand the testing to include additional concepts? 7. Did you note the additional questions on the profile? 8. Are you providing classroom work that is reinforcing concepts dealing with laterality and directionality? 9. How much time was needed to adequately test your children? 10. Did you discuss pre-test results with your children, parents, supervisors?

MOVEMENT PROBLEM: I. PRE-TEST: LATERALITY - DIRECTIONALITY

Pg. 2 of 20.1

20.0 / 20.1

RESOURCES: Educational Activities, Inc., Freeport, L.I., N.Y., 11520

LEVEL: A-B-D

ACTIVITIES	**TEACHER INFORMATION	*** TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
	each child. The success factor of each child is dependent on their understanding and differentiation of concepts of right-left; up-down; bottom-top, together-apart; near-far; around-through; etc. *4. Read items carefully and organize test area to allow children to respond. Develop additional questions for Part II to test children's understanding of up-down; bottom-top; together-apart; near-far; around-through:- a) An obstacle course can be created to allow your children to distinguish concepts. For example: STAIRS: Can you stand at the TOP of the of the stairs...BOTTOM? ROPE: Can you go OVER the rope... AROUND the rope and UNDER? ETC. b) Note the additional questions on students profile so post-test remains consistant with pre-test. 5. Provide classroom work for children who are not taking the test. This can be done by using fine motor activity work, such as, puzzles, coloring, building blocks. ***	6. Praise the children for their performance. Positive strokes reinforce learning.	11. Did the album provide for adequately preparing the children for activity and did it provide for additional concept learnings?

PROCEDURES FOR ADMINISTERING PRE/POST TEST

PART I: The test will measure three (3) components of LATERALITY - UNILATERAL MOVEMENT - simultaneous movement of one side of the body or body parts on one side of the body. BILATERAL MOVEMENT- simultaneous movement using both sides of the body and CROSS-LATERAL movements whereby opposite arm and leg move at the same time.

Assess your students to determine teaching technique that will be used for TESTING MOVEMENT EDUCATION or COMMAND.

TESTING FOR LATERALITY

UNILATERAL: ANGELS IN THE SNOW

Movement Education Approach:
.Can you lie on the floor and slide only your right arm and leg along the floor away from your body?
.Can you slowly slide it back?
.Can you do it on the left side?

Command Approach:
.Lie on the floor keeping your body straight. (Home position)
.Slide only your right arm and right leg together along the floor away from your body.
.Slide back together to home position.
.Repeat for the left side.

Mimetics:
.Can you do as I do?

BILATERAL: ANGELS IN THE SNOW

Movement Education Approach:
.Can you lie on the floor and open your arms and legs together?
.Can you bring them back together?

Command Approach:
.Lie on the floor keeping your body straight. (Home position)
.Open (slide) your arms and legs together.
.Close (slide) your arms and legs to home position.

Mimetics:
.Can you do as I do?

CROSS-LATERAL: ANGELS IN THE SNOW

Movement Education Approach:
.Can you lie on the floor and slide one arm and the opposite leg along the floor away from the body?
..Can you bring them together?
.Can you do that using the opposite arm and leg?

Command Approach:
.Lie on the floor keeping body straight. (Home position)
. Slide right arm and left leg away from body.
.Return to home position slowly.
.Do that using the other arm and leg.

Mimetics:
.Can you do as I do?

TESTING FOR DIRECTIONALITY

PART I.
.Can you cover your right eye with your right hand?
.Can you cover your left eye with your right hand?
.Can you touch your right ankle with your left hand?
.Can you touch your left knee with your right elbow?
.Can you touch your left hip with your right hand?

PART II.
.Can you stand on the right square with your feet together?
.Can you step forward?
.Can you step backwards?
.Can you hop to the right?
.Can you hop to the left?

.Can you put this book on the right side of my desk?
.Can you put this pencil on the left side of my desk?
.Can you stand on the right side of my desk?
.Can you stand on the left side of my desk?
.Can you travel around my desk, go back to your desk and stand on the left side? Sit.

20.0
20.1
LEVEL: A-B-D

LATERALITY -- DIRECTIONALITY PROFILE

Administer the Laterality test in the CLASSROOM. (NOTE: Three (3) techniques have been offered to administer the test. Movement Education-Command-Mimetics). **Circle the** technique used. This will provide additonal information in the total assessment of your child.

STUDENT'S NAME:____________________ AGE:____ LEVEL:______ SCHOOL:__________ TEACHER:____________________

TECHNIQUE: (CIRCLE) (1) Movement Education (2) Command (3) Mimetics

PART I. LATERALITY:	TECHNIQUE	PRE-TEST-		POST-TEST		TEST DIFF.		
		S	U	S	U	I	S	R
UNILATERAL: Angels in the Snow								
BILATERAL: Angels in the Snow								
CROSS-LATERAL: Angels in the Snow								
PART II. DIRECTIONALITY:								
.Can you stand on the right with your feet together?								
.Can you step forward?								
.Can you step backwards?								
.Can you hop to the right?								
.Can you hop to the left?								
.Can you put this book on the right side of my desk?								
.Can you put the pencil on the left side of my desk?								

DIRECTIONALITY (CONTINUED)	TECHNIQUE	PRE-TEST		POST TEST		TEST DIFF.		
		S	U	S	U	I	S	R
.Can you stand on the right side of my desk?								
.Can you stand on the left side of my desk?								
.Can you travel around my desk, go back to your desk and stand on the side? Sit.								

*See Teacher Information #4.

KEY:	
S:	Satisfactorily Performed Skill.
U:	Unsatisfactory Performance-Demonstrates deficiency- needs instructional time and practice.
I:	Improvement Demonstrated.
S:	Same--Performance the same.
R:	Regressed - Post test performance unsure-retest in a few days.

BEST COPY

MOVEMENT
PROBLEM: II. RIGHT FROM LEFT; FRONT FROM BACK

20.0 / 20.2

LATERALITY - DIRECTIONALITY

LEVEL: A-B-D

LOCATION: GYMNASIUM /LARGE PLAY AREAS

EQUIPMENT/MATERIALS: Balloons, Record Player;Album AR 516 - "GET FIT WHILE YOU SIT"

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 20.2.1 Listen and follow directions. .2 Find a personal space/ travel in general space. .3 Balance on right foot. .4 Balance on right foot and right hand. .5 Balance on left foot. .6 Balance on left foot and left hand. .7 Combinations of above i.e. right foot - left hand. left foot - right hand. .8 Identify right body parts - left body parts. .9 Play game Simon says. .10 Tap balloon with right hand. .11 Tap balloon with left hand. .12 Tap balloon alternating hands. .13 Dribble (short kicks) with right foot.	A. WARM-UPS: *Side 1 B. MOVEMENT EDUCATION TECHNIQUE: "When I say go, can you find a personal space and balance on your right foot...right foot and right hand...left foot...left foot and left hand...right foot and left hand...etc.? DISTRIBUTE BALLOONS .Can you tap the ball up using only your right hand...left hand...both hands...alternate hands, right-left-right-left? PLAY SIMON SAYS: .Simon says touch your balloon to your- .Right elbow. .Right knee. .Right hip. .Slap your right side. .Etc. FOCUS ON RIGHT-LEFT ASPECTS OF BODY PARTS AND PLANES. BALLOON CHANGE: .Can you put your balloon	.Hop on right foot once, twice, etc. .Hop on left foot once, twice, etc. .Etc. in their personal/ general space. .Travel through general space tapping with right hand...left hand. .Alternate right and left hand. .Dribble (short kicks) with right foot...left foot. .Alternate right and left foot. PARTNER PLAY: .Tap balloon back and forth to one another focusing on right-left concept.	1. For the children who are having difficulty differentiating right from left, TAPE the letter R on the right sneaker, L on the left sneaker. Another possibility is tying RED yarn to the right wrist and GREEN yarn to the left 2. When developing movement questions, state clearly RIGHT-LEFT concepts. 3. As you travel through the group ask the children, "What foot are you balancing on?" Insist that the children verbalize. 4. Plan classroom lessons (worksheets, blackboard, etc.) that focus on the learning of right-left-back-front concepts. 5. Have children blow-up and tie their own balloons. 6. Develop shapes on floor and ask children to work only on the right side-left side, etc. 7. Review other modules, select and include	1. Are the children listening and following directions? 2. Do these activities motivate the children to identify right-left, front from back? 3. Was the band on the album appropriate and did the children respond to the music? 4. What other records/albums would be appropriate and fun for the children? 5. How can you vary these activities to include change of level, speed, direction, etc.? 6. Did you vary the activity to avoid fatigue? 7. Do the children know their right from their left? 8. Did you plan for the collection and distribution and the clean-up after the activities? 9. Are you using the "chatter" effectively to reinforce concepts learned in the gymnasium? Are the children remembering the activities they participated

MOVEMENT
PROBLEM: II. RIGHT FROM LEFT; FRONT FROM BACK

Pg. 2 of 20.2

20.0 / 20.2

RESOURCES: EDUCATIONAL ACTIVITIES, INC. FREEPORT, L.I. N.Y. 11520

LATERALITY-DIRECTIONALITY

LEVEL: A-B-D

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	*** ACTIVITIES	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 20.2.14 Dribble (short kicks) with left foot. .15 Dribble alternating feet- right-left-right-left- etc. .16 Work with a partner. .17 Stand on right-left side of balloon. .18 Stand in front-back of the balloon. .19 Balance on four (4) body parts over balloon. TEACHER OBJECTIVE: To provide gross motor activities that provide for conceptual learning that improves a sense of balance, coordination and fun.	on the floor and stand on the right side of it? That is home. Remember where it is because we will have to come back to it later. When I say go, can you leave your ballooon-find another and stand on the left side of it? Continue playing to include: .In front of. .Behind it. .Circle to the right and sit in front of it. .Circle to the left and balance on four body parts over it. Could you return to your balloon and break it with your right foot? Can you pick up the remains? Boys, can you put your broken balloon in the container on the right side of the room? Girls, on the left? Girls, can you line up on my right side, boys, to the right side of the girls? Can we go back to our classroom ***	walking close to the right wall? SAY TO LAST PERSON: "Can you close the door with your right hand?" C. CHATTER TIME	activities that stress RIGHT-LEFT concepts.	in randomly or sequentially? 10. Did everyone have a good time?

MOVEMENT PROBLEM: III. EXPLORING THEIR ENVIRONMENT VIA RIGHT-LEFT CONCEPTS

20.0 / 20.3

LATERALITY-DIRECTIONALITY

LEVEL: A-B-D

LOCATION: GYMNASIUM/LARGE PLAY AREA

EQUIPMENT/MATERIALS: OLYMPET KIT/SCOOTERS RECORD PLAYER/RECORD "FUN ACTIVITIES FOR PERCEPTUAL MOTOR SKILLS" KIM -9071-B

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 20.3.1 Listen and follow directions. .2 Know right hand--right foot. .3 Know left hand--left foot. .4 Negotiate driving obstacle course. .5 Follow rules of the road. .6 Negotiate space to avoid collision. TEACHER OBJECTIVE: a) To provide real life situations where knowledge of laterality and directionality concepts can be crucial. b) To provide creative activities that are fun and produce learning.	A. WARM-UPS: SIDE 1- BAND #3 B. MOVEMENT EDUCATION TECHNIQUE: "Today, we are going to learn how to drive a car. When I say go, can each of you stand next to a circle on the floor floor?" "You are looking at your car." .Can you open your car door with your left hand and close it with your left? .Can you pick up your wheel with your right hand and hold it in both, in front of you? .Can you turn your wheel to the right...left...right...left? .Can we put the key in the ignition with your right hand, put our right foot on the gas pedal? .Can we turn the key to the right and jump the gas pedal with our right foot?	.Have children negotiate the course on scooters (bicycles, roller skates). .Vary speed, levels, directions and spatial relationships.	1. Develop a DRIVING OBSTACLE COURSE to include: garage. arrows. driveway. car wash. traffic lights. turns. stop signs. park. gasoline station. U-turns. Restaurant. bridges-over lanes for right. bridges-under lanes for left. passing on the left. parking lot. passing on the right. tolls-getting receipts. speed limits. etc. Prepare flash cards/or pictures. 2. This can be introduced in any fashion as your physical facilities, level of students, your capacity etc. permits. This provides a real-life situation where the understanding-knowing of right-left exists. Students must know right-left in terms of body and in relation to other objects. If this is known early,	1. Are the children listening and following directions? 2. Did the children respond correctly to movement questions? 3. Was the theme motivating? 4. Are the children 90% correct identifying their right from their left? 5. Did you refer to resources such as Valett for additional activities to teach these concepts? 6. What fine motor tasks can be be utilized in the classroom to reinforce the concept? 7. Are you able to set-up serial memory activities using the maze? How? 8. Are you keeping records of the children's progress? 9. Can you establish a pupil development program for children with special needs? 10. Did the children take part in the development of the obstacle course? 11. Did everyone have fun?

MOVEMENT PROBLEM: III. EXPLORING THEIR ENVIRONMENT VIA RIGHT - LEFT CONCEPTS	Pg. 2 of 20.3 20.0 / 20.3
RESOURCES: KIMBO EDUCATIONAL, P.O. BOX 477, LONG BRANCH, N.J. 07740	LEVEL: A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
.Let's turn the radio on and find our favorite station. .Put record on for background music. .Let's back the car out of the garage slowly without touching anything or anyone. ..Can you put the car in drive and slowly go up the street making a right turn and continue driving until we get to the first red light? .Can we drive with only our right hand...left hand? .I see that we need gas. Here's a service station. Can we turn right and pull up to the left side of the pumps? .Continue developing questions that focus on right-left. .Integrate questions which introduce hand signals for change of directions. C. CHATTER TIME		life becomes quite a bit easier. 3. Develop additional themes and courses such as: .Bicycle riding paths. .A visit to the supermarket. .Etc. 4. Develop questions that include concepts of near, far, under, over, around, through, next to, etc. 5. Develop classroom lessons that focus on concepts learned in gross motor activities such as: a. drawing automobiles. b. coloring automobiles. c. bringing in toy automobiles for play. d. developing bulletin-board with pictures of automobiles. 6. Allow the children to participate in the planning and design of the obstacle course.	

MOVEMENT
PROBLEM: IV. EXAMINE RANGE OF MOVEMENT FOCUSING ON RIGHT-LEFT

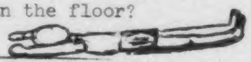
20.0 / 20.4

LATERALITY-DIRECTIONALITY

LEVEL: A-B-D

LOCATION: GYMNASIUM/LARGE PLAY AREA

EQUIPMENT/MATERIALS: CHAIRS, BALL, BICYCLE INNER TUBES RECORD PLAYER-ALBUM #KIM 9076-B "FUN ACTIVITIES FOR FINE MOTOR SKILLS"

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 20.4.1 Listen and follow directions. .2 Identify body parts. .3 Identify body planes, front, back, sides. .4 Distinguish between right-left. .5 Roll body and body parts to the right and left. .6 Roll body like a ball. .7 Rock body and parts like a boat. .8 Perform tasks in sequence. (serial memory). .9 Differentiate rocking action from rolling action. .10 Compete in a TUG-OF-WAR. .11 Score .12 Negotiate the chair obstacle course. TEACHER OBJECTIVE: To provide gross motor activities that focus on range of movement and contribute to laterality and directionality concepts.	A. WARM-UPS: SIDE 1 B. MOVEMENT EDUCATION TECHNIQUE: .Can you lie on your back with your arms over your head, feet together and on the floor?  .Can you roll to your side...front...side... back ...right side... front...left side...back etc? .Can you roll to the right like a log...egg... pencil? .Can you roll your eyes to the left...right... left...right...up...down? .Can you roll them around in a circle...side...up... side...down? .Can you roll your body to the right like a ball? .Can you rock your body to the right...left... forward...backward...like a boat?	.2 times to the right. .2 times to the left. .roll palms to the right ...left. .roll body down an incline .roll body up an incline. .forward rolls. .backward rolls. .How many different ways can you roll...rock your body? DEVELOP ROCK AND ROLL COMBINATIONS: .Can you rock 2 times to the right-roll 2 times to the left? .ETC.	1. If the children are having difficulty keeping their legs together while rolling, put a bicycle tire tube, towel or bean bag between their legs. This will force them to keep their legs together. 2. Children must learn very early where the midline of the body is mentally and kinesthetically. The midline can be called "HOME" Teach the children to return to midline upon completion of a skill to allow for balance and easy transition from one movement to another. 3. Variations of the CHAIR OBSTACLE COURSE are endless. Equipment can be substituted to provide for more color and excitement. The activities can be timed for individual competition. Evaluation of concepts can be easily measured by children's responses. A	1. Are the children listening and following directions? 2. Can you structure the activities to allow language development? 3. Are your children able to participate spontaneously and creatively when equipment is distributed? 4. Are you allowing each child to progress at his own level? 5. Are you able to provide additional developmental steps for children who are having difficulty? 6. Are you able to integrate this lesson in your classroom? 7. Did you plan for distribution and collection of equipment? 8. Are you allowing your children time to practice skills? 9. Can you develop a "CLASSROOM CORNER" to allow children to practice? 10. How can you integrate paper and pencil activities with movement activities?

MOVEMENT
PROBLEM: IV. EXAMINE RANGE OF MOVEMENT FOCUSING ON RIGHT-LEFT

Pg. 2 of 20.4

20.0 / 20.4

RESOURCES: KIMBO EDUCATIONAL, P.O. BOX 477, LONG BRANCH, N.J. 07740 #KIM 9076-B
"EXPLORING MOVEMENT THROUGH BICYCLE TIRES" 16mm. silent film. CONTACT: Dick Bergner, Greendale Public Schools, Greendale, Wisconsin 53220

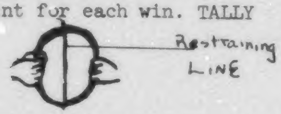
LEVEL: A-B-D

ACTIVITIES

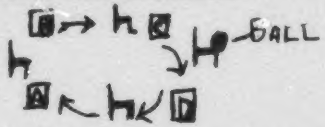
PARTNER PLAY ACTIVITIES WITH BICYCLE INNER TUBES:

I. TUG-OF-WAR:
  a) Two hands.
  b) Right hand to hand
  c) Left hand to left hand.

OBJECT: To pull opponent over restraining line. Score 1 point for each win. TALLY



II. CHAIR OBSTACLE COURSE:



1. Log roll on the right to station [B]
2. Walk around chair to the right. Hop on the left foot to station [C] passing it on the left.
3. Bounce ball with right hand to station [D] and finish standing on top of the chair.

C. CHATTER TIME

VARIATIONS

TUG-OF-WAR:

- .Back to back
- .Right foot to right foot.
- .Left foot to left foot.
- .Right shoulder to right shoulder.
- .Left shoulder to left shoulder.

OVER AND UNDER

.Crawl under	A
.Climb over	B
.Crawl under	C
.Climb over	D

FIGURE 8

- .Skip around chairs using figure 8 pattern. Specify right-left direction.
- .Etc.

TEACHER INFORMATION

checklist of concepts can be organized to measure children's performance.

4. Listen to the records prior to their implementation. Plan expansion of activities to provide for serial memory learnings. Repetition of activities is of great importance for reinforcement.
5. A multitude of games, calesthenics, locomotor, balance activies, etc. can be developed effectively with the bicycle inner tubes; that can enrich the laterality and directionality concept to fun and learning in school and at home.

TEACHER-PUPIL EVALUATION

MOVEMENT
PROBLEM: V. EXPLORATION OF BODY PARTS AND PLANES IN RELATION TO RIGHT-LEFT

20.0 / 20.5

LATERALITY-DIRECTIONALITY

LEVEL: A-B-D

LOCATION: GYMNASIUM/LARGE PLAY AREA

EQUIPMENT/MATERIALS: SHAPES

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 20.5.1 Listen and follow directions. .2 Identify shape and properties. .3 Find a personal space (shape). .4 Discriminate between right and left. .5 Differentiate concepts motorically. .6 Move through general space. .7 Discriminate body parts in relation to body planes. .8 Differentiate concepts such as - on/off; over/under; far/near; up/down; in/out. TEACHER OBJECTIVE: To provide movement experiences which focus on performance of laterality and directionality concepts.	A. WARM-UPS: Review a particular record that the children enjoyed or one that needs additional practice. B. MOVEMENT EDUCATION TECHNIQUE: NOTE: SEE TEACHER INFORMATION # 3. Show shapes to the class and have them identify and discuss the shape and materials. Ask them to feel, rub, twist, push and pull, and even smell material. Ask them to describe it. Scatter the shapes on the floor and say to the class: When I say go, can you find a shape (personal space) and put 2 body parts in front of it and 2 body parts in back of it? GO!	.Sit on it? .Put right foot on it?	1. Have a Right Hand Day (Left Hand, Right Foot, Left Foot). All activities will be done with the designated hand chosen for the day. This can be carried through to evening and family activities. 2. Locomotor Skills can be used to teach children left/right discrimination and direction and it is fun. Every lesson in this curriculum can be adapted to teach children this concept. Make every movement/situation a teachable moment. 3. CLASS PROJECT: Collect simple material such as cardboard, pillows, tiles, etc. that will slide along floor. Cut out shapes. The shapes could be developed around a particular theme such as a holiday season or story or an area of the CORE such as Safety (Safety Signs), Foods (Apples, Oranges), etc.	1. Are the children listening and following directions? 2. Were the children able to create and develop their own shapes? 3. Were you able to develop movement questions? 4. Were the children able to discriminate between right/left body parts? 5. Were the children able to find and operate within their personal space? 6. Did the children respond to their body planes in relation to the shapes? 7. Have you noted the perceptual terms that children are having particular difficulty with (i.e. up/near/over/etc.)? What remediation procedures are you developing? 8. Are you developing a series of tasks to encourage serial memory activities? 9. Were the children able to develop and practice their own ice skating routines? 10. Did the children have fun?

MOVEMENT
PROBLEM: V. EXPLORATION OF BODY PARTS AND PLANES IN RELATION TO RIGHT AND LEFT

Pg. 2 of 20.5 20.0/20.5

RESOURCES:

LEVEL: A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
Challenge to class: Develop Movement Questions: .Stand on ... off. .Stand right foot on...left off. .Stand to right side...left side. .Jump over front and back. .Hop over right side to left side. .Slide shape forward...backward. .Slide shape sidewards right...left. .Turn shape and body around and change direction.	.With right hand on shape. .With left hand on shape. .With right foot...left foot. .circle, triangle, square.	4. Develop questions that include challenges that produce additonal concept development and serial memory learnings if and when children demonstrate readiness skills. DIRECTION: Forward, backward, front-back, sideward, right-left, up-down, high-low, far-near, in-out, under-over, through-around, etc. INTENSITY: Hard-soft, loud-quiet, weak-strong, light-heavy, tight-loose, etc. SPEED: Fast-slow, quickly-slowly. SIZE: Large-small, tall-short, fat-thin. SPACE: Wide-narrow, off-on, around-across-through, above-below, etc.	11. Have you noted any additional variations of movement activities which focus upon laterality and directionality?
.Put shape over head...right shoulder, right knee, etc. .Put shape under body. .Take shape far away...near the teacher. .Put shape up...down? .Take shape in and out of other shapes?			
.SKATING ON SHAPES Right foot on shape sliding on left.	.Forward, backward, circular moving to the right...left...etc. .Skating relay races. .Skating obstacle courses. .Allow children to develop and demonstrate their own ice skating routines which focus upon: forward/backward sidewards/left-right figure 8's - etc.	.Can you walk forward quickly taking small steps around the shape?	
C. CHATTER TIME			

MOVEMENT PROBLEM: VI. CONCEPT REINFORCEMENT VIA THE PARACHUTE

20.0 / 20.6

LATERALITY-DIRECTIONALITY

LEVEL: A-B-D

LOCATION: GYMNASIUM/LARGE PLAY AREA/OUTDOORS

EQUIPMENT/MATERIALS: PARACHUTE -- RECORD PLAYER -- RECORDS: EA#514 B-LEARNING BASIC SKILLS TO MUSIC
KEA#6020B-RHYTHMIC PARACHUTE PLAY
KEA#9090 -PARACHUTE ACTIVITIES WITH FOLK DANCE MUSIC

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 20.6.1 Listen and follow directions. .2 Identify objects that fly. .3 Describe how objects (inanimate/animate) fly. .4 Identify and describe the parachute. .5 Work as a member of a group. .6 Identify spaces in relation to other students and the parachute. .7 Differentiate concepts of: down/over/under around/in-out/next to, etc. .8 Discriminate between right and left. .9 Create parachute patterns and routines. TEACHER OBJECTIVE: To provide activities which are reinforcing for conceptual learning of components of laterality and directionality.	A. WARM UPS: SONG: - "PUT YOUR HANDS UP IN THE AIR" Exercises to music focusing on direction. B. MOVEMENT EDUCATION TECHNIQUE: "Today, we are going to learn how other things fly that are not living. We know that birds fly by flapping their _____? Can we all be birds? We know that insects such as bees, butterflies, etc. fly by also fluttering their _____?" The wind is responsible for paper to fly, leaves to fly and kites to fly. Today, we are looking at the parachute. We are going to make it fly!! .Can we all find a personal space around the parachute without collision? .Can we bend down, grip the parachute and stand touching it to our waist?		1. Each album contains complete INSTRUCTIONS for inflating it, deflating it, making floating clouds, mushroom, merry-go-round, crossing under mountains, dance routines, ripples and waves, umbrella, popcorn, spinning wheels, etc. There is an instrumental side that allows you and your children to create your own activities and routines. 2. Identify each child's home position with: a) their own drawings. b) colors. c) geometric shapes. d) name plates. e) numbers. f) etc. These can be made as an arts and crafts project in the classroom.	1. Are the children listening and following directions? 2. Are the children able to motorically associate animal movements to descriptive tasks? 3. Is the spatial awareness of the group improving? If not, what additional cues were used? 4. Is the group working in unison? 5. Is the group able to achieve the specific parachute shapes? 6. What provisions are you making for the child who is not finding a solution to the movement problems? 7. What variations of movement activities are you developing? Have you noted them? 8. What ways can you integrate these concepts in the classroom? 9. Did you vary the activity to avoid fatigue? 10. Do the children know right from their left? 11. Did the children have fun?

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MOVEMENT
PROBLEM: VI. CONCEPT REINFORCEMENT VIA THE PARACHUTE

RESOURCES:

Pg. 2 of 20.6 | 20.0 / 20.6

LEVEL: A-B-D

ACTIVITIES

(Check tension on the parachute and spatial awareness on the part of the children.) Say to child(ren).

.Are you to close to? Are you too far? Can we bring the parachute near? etc. Focusing on conceptual development.

SAY:

.Can we make the parachute look like a round, flat, table top?

EXPLORATORY QUESTIONS: Holding the parachute:-

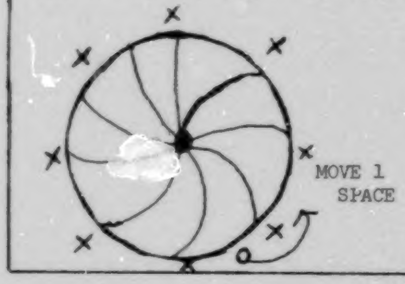
.Can we put our hands over our head?

.Can we put our body under the parachute?

.Can we walk around in a circle keeping the parachute flat?

.Can the girls weave in and out (travel between the boys and home around the boys and on to the next)?

* MOVING HOME "AROUND THE PARACHUTE"



*** ACTIVITIES (CONTINUED)**

*

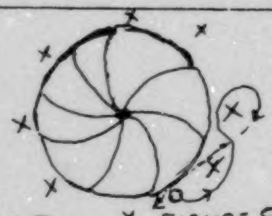
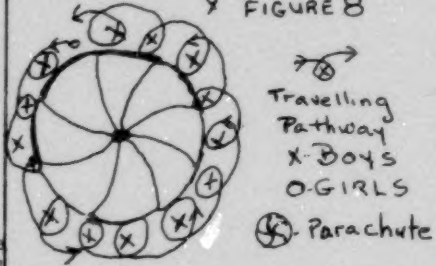


FIGURE 8



CONTINUE TO DEVELOP QUESTIONS THAT FOCUS ON:-

DOWN - UP
IN - OUT
AROUND-THROUGH-ON TO THE NEXT
OVER - UNDER
MOVE ONE (TWO, THREE, ETC.)
SPACE TO THE RIGHT-LEFT
NEAR - FAR
ETC. **

**** ACTIVITIES (CONTINUED)**

** PARACHUTE ACTIVITIES:
See/listen to instructions on the manual and album.

.ripples-little waves-big waves.
.mushroom
.umbrella
.merry-go-round
.flower making
.crossing under the mountain
.etc.

C. CHATTER TIME

TEACHER-PUPIL EVALUATION

12. What provisions did you make for accurate and precise control and manipulation of the parachute?
13. Were the children able to develop and create their own routines? Did they need assistance?

MOVEMENT PROBLEM: VII. A REMEDIATION MODEL

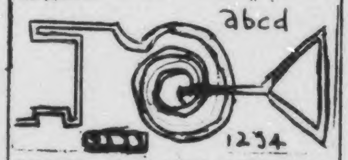
20.0 / 20.7

LATERALITY-DIRECTIONALITY

LEVEL: A-B-D

LOCATION: MOTOR LEARNING LAB. (RECYCLE A CLASSROOM)

EQUIPMENT/MATERIALS: SEE ACTIVITIES A-I FOR EQUIPMENT NEEDS

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 20.7.1 Listen and follow directions. .2 Identify body parts. .3 Move body and body parts with a variety of auditory-visual clues. .4 Negotiate maze using a variety of locomotor activities. .5 Demonstrate right-turn hand signals. .6 Demonstrate left-turn hand signals. .7 Verbalize directional changes when making them. .8 Motorically perform spatial concepts (see check list). .9 Identify geometric shapes. .10 Draw geometric shapes. .11 Demonstrate shortest route to object, place, person.	A. Develop activity areas in the motor room to accommodate remediation areas: I Motor Maze Area: Plan maze spatially. Tape 6" lanes. Use a variety of colors (red, yellow, white, green). To include straight, zig-zag, curved pathways, geometric shapes, numbers, etc. SAMPLE: TAPED LINES ONLY  SAMPLE: MAZE WITH EQUIPMENT NOTE: Equipment can be strategically placed to stimulate spatial understandings, etc. Equipment can include:- 3-way balance beam, crawl tunnel, stairs, ladders, boxes, hula hoops, Olympet kit, learning squares, benches, targets, tables, chairs, etc.	.Variations are endless based on your objectives for each child.	1. This model was developed to assist you in providing a remediation (pupil-development) for children who are having learning difficulties. It is another teaching style that can be incorporated into your repertoire of educating. It is not complete by any means. It is the starter kit which will hopefully whet your appetite to employ this technique. It has proven successful. Strategy for teachers who needed an additional "handle." The activities developed for each phase must be developmental and sequential and should provide for conceptual/cognitive skill integration. 2. Use a variety of auditory clues to start and stop movement. 3. Know your children's deficiency areas. Assess and evaluate work fre-	1. Are the children listening and following directions? 2. Did every activity have a specific objective which was measurable? 3. Did the environment (physical facility) provide for children's needs? 4. Were the activities individualized to meet child's needs? 5. Did you provide praise and recognition while child was performing? 6. Were questions structured to elicit language response, motor response, etc.? 7. Were you able to break down every skill developmentally and sequentially if required? 8. Have you provided for children to respond to a variety of auditory clues? 9. Were you able to develop individual checklists for each child? Expand? 10. Did everyone enjoy this lesson?

MOVEMENT PROBLEM: VII. A REMEDIATION MODEL

Pg. 2 of 20.7

20.0 / 20.7

LATERALITY-DIRECTIONALITY

LEVEL: A-B-D

RESOURCES: VALETT: Individual Learning Programmes: published by the North Berks Society for Mentally Handicapped Children and obtainable from: Bennett House School, Radley Road, Abingdon, OX143 RR. Each programme with folder 20p - post free.

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 20.7.12 Demonstrate longest route. .13 Count. .14 Identify colors red, yellow, white, green. TEACHER OBJECTIVE: a) To develop an individual pupil development instructional program for each child. b) To establish a performance criteria for you children.	II. NUMBER/SHAPE/COLOR MAZE a) **MAZE MOTOR AREA:** Sample activities without equipment each child will: .Walk the established pathway with no more than two errors. (NOTE: an error is determined by child stepping or moving out of lane established 6") While negotiating maze child will: .Verbalize a change of directions: i.e. FORWARD! RIGHT! LEFT! ETC. .Use hand signal for directional change. (see 20.3- HAND SIGNALS WHEN DRIVING A CAR) .Identify three (3) shapes while travelling the maze. No more than one error. .Place object in maze. Question child: Show me the shortest route to the ladder? Longest?	.Run, skip, hop, jump, crawl, creep, leap, gallop, etc. .Combinations of above; i.e. Skip one leg of maze, Hop second leg etc. .Draw each shape and identify.	quently. 4. Plan 15-20 minutes per session. 5. Discuss need of a permanent facility with principal, supervisor, parents. Design facility with specific objectives in mind. THIS ROOM COULD SERVE ALL CHILDREN WITH LEARNING PROBLEMS. 6. Equipment can be substituted. 7. A rating system must be devised for evaluation of your children's development, improvement and needs. Record keeping is a must for effective ongoing assessment. The check list criteria has to be revised based on your children's baseline performance, handicap and special needs. You will begin to create a performance range. 8. Seek resource people to assist you. Establish	

SAMPLE CHECKLIST

Organize a pupil development checklist for each child. The following can be adapted to meet your needs. Include information on permanent record card.

CRITERIA FOR EVALUATION: (This can be expanded to meet your needs) Using a MOVEMENT EDUCATION APPROACH (1) or COMMAND APPROACH (2) or MIMETICS (3).

- .The child can perform the action when it is named(2 out of 3 times).
- .The child can perform the action, name it/count it while performing. (2 out of 3 times.)
- .The child can place, manipulate objects in relation to himself.
- .
- .
- .

KEY: S - Satisfactory
*S - Same- performance same.
I - Improvement Demonstrated
U - Unsatisfactory performance deficiency- needs additional instructional time and practice.
R - Regressed (post test indicate performance unsure).

SAMPLE WORDS	READ WORD	APPROACH 1	2	3		S	U	I	*S	R
Personal space										
General space										
Lie										
Sit										
Creep										
Crawl										
Walk										
Run										
Etc.										

DIRECTIONAL/POSITIONAL WORDS

SAMPLE WORDS	READ WORD	APPROACH 1	2	3		S	U	I	*S	R
Forwards										
Backwards										
Up										
Down										

LEVEL: A-B-D

20.0	20.7

DIRECTIONAL/POSITIONAL

SAMPLE WORDS	READ WORD	APPROACH 1	2	3		S	U	I	*S	R
In										
Out										
Under										
Over										
Open										
Close										
Near										
Far										
Shortest										
Longest										
Etc.										

The child can:

WALK:
- a) Walk on footprints.
- b) Forward, backward, sidewards, left to right, right to left.
- c) Between 6" pathway taped to floor.
- d) On balance beam.

	FORWARDS	BACKWARDS	RIGHT LEFT	LEFT RIGHT
a)				
b)				
c)				
d)				

WALK:
- a) Up steps.
- b) Down steps.
- c) one foot at a time
- d) Alternating feet.

W	A	B	C	D
A				
L				
K				

CONTINUE CHARTING PROGRESS IN MOTOR PERFORMANCE. CHECKLIST CAN BE EXPANDED TO INCLUDE LANGUAGE DEVELOPMENT, WRITING SKILLS DEVELOPMENT, ETC.

MOVEMENT
PROBLEM: VII. A REMEDIATION MODEL

RESOURCES:

Pg. 3 of 20.7

20.0 / 20.7

LEVEL: A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
Establish behavioral objectives for each piece of equipment included in the maze. For example: TRAMPA: The child will maintain balance. .Mount trampa without assistance. .Bounce 10 times in the center. .Hop 5 times on right foot in center. .Hop on left foot in center. .Count while bouncing. .Etc. BALANCE BEAM: (Spatial concepts can be developed.) The child will without losing his balance. .Mount the beam (step-on). .Walk across beam without assistance. .Walk over the beam (3 times) .Walk around the beam (3 times). .Etc. C. CHATTER TIME .One-to-one relationship. .Performance standards. .Performance improvement.		one-to-one instructional time or small group sessions 9. Recommended Reading:- Kephart, Steps to Achievement for the Slow Learner. Kephart, The Slow Learner in the Classroom. Jolles, A Teaching Sequence for the Training of Visual or Motor Perception. American Journal Mental Deficiency Vol. LXIII (1958) Frostig, M. Developmental Test of Visual Perception, Sensory Motor Development, Special Education, 1968. 10. Be prepared to manually guide children through movements in the early learning stages. 11. Refer to sample checklist for evaluation. This can be refined to fit your objections.	

MOVEMENT PROBLEM: VIII. PERCEPTUAL MOTOR, LANGUAGE ARTS, MATH, ETC. -- THE ACTIVE LEARNING WAY

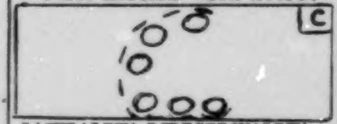
20.0 / 20.8

LATERALITY-DIRECTIONALITY

LEVEL: A-B-D

LOCATION GYMNASIUM/LARGE PLAY AREA

EQUIPMENT/MATERIALS: HULA HOOPS, OLYMPET KIT, GROOVEE HOOPS (ANY TYPE OF AVAILABLE HOOP), PAPER, PENCIL

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 20.8 .1 Listen and follow directions. .2 Identify alphabet letters. .3 Associate words that begin with consonant letters. .4 Move in specified directions in-around-through-letter shapes. .5 Take turns being the leader. .6 Perform laterality and directionality concepts of: inside -around -right over - high - left through-low - combination etc. .7 Count to 8. .8 Count in 2's to 8. .9.Create shapes. TEACHER OBJECTIVE: To explore new approaches to academic learning.	A. WARM-UPS: Review children's favorite record album. B. IDEAS FOR INSTRUCTION: MOVEMENT EDUCATION APPROACH---COMMAND FORM LETTERS WITH HOOPS:  LATERALITY-DIRECTIONALITY: .Who can tell us what letter is on the floor? .Can you travel around the outside of the letter "C"... inside...in and out of the hoops...jump from hoop to hoop...travel on the right side of the hoops...left... etc? COGNITIVE DEVELOPMENT: LANGUAGE DEVELOPMENT: .What other letters can we form? .What words begin with that letter? .Can we make a list of those words?	THEME: Alphabet Numbers Consonants Vowels Etc. Pathways Etc. .Vary locomotor movements. .Add music. .Create alphabet number lines with letters. .Pantomime words. .Combine words and perform action.	1. Substitute equipment where necessary: .bicycle inner tubes .tires .paint circles .learning square .plastic lids from coffee cans. .etc. 2. Refer to checklist of words in 20.7 and develop the active learning way. 3. Review CORE and integrate current concepts. 4. Plan for distribution and collection of materials.	1. Are the children listening and following directions? 2. Is this an effective teaching/learning style? 3. How can you measure learning? 4. Are you able to integrate this approach easily into your teaching style? 5. Are the children able to integrate motoric and cognitive skills together? 6. Are the children able to transfer from the motoric to the cognitive? 7. Do the parents see this approach as effective for teaching their children? 8. Are you able to adapt CORE lessons using this approach? 9. Is the movement approach successful for your children? 10. Are you able to establish learning corners for reinforcement in your classroom? 11. Have you continued with your movement bulletin board?

MOVEMENT PROBLEM: VIII. PERCEPTUAL MOTOR, LANGUAGE ARTS, MATH, ETC. --- THE ACTIVE LEARNING WAY

RESOURCES: Cratty- Active Learning Games -- Humphrey - see Bibliography Module 16.0 Basic Body Movement

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LEVEL: A-B-D

ACTIVITIES

LATERALITY-DIRECTIONALITY

.Can we find a circle and stand inside?
.Can we put the hoop over us... under?
.Can we go through the hoop?
.Can we make the hoop go around us?
.Can we travel around the hoop... to the right...left?

COGNITIVE DEVELOPMENT:-LANGUAGE DEVELOPMENT:

Have children act as leader. Let them call out commands.

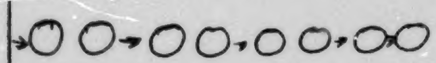
LATERALITY-DIRECTIONALITY

.How high can you put the hoop?
.Can you make your body high and the hoop low?
.Can you put the hoop low and on the right side of your body?
.Can you move the hoop from left to right in time with the music?

COGNITIVE DEVELOPMENT:-MATH DEVELOPMENT:

"LIKE" sets.

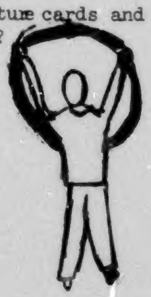
Place 8 hoops in a straight line.

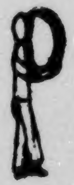


VARIATIONS

.Vary locomotor movements.

.Can we put the hoop high - body low?
.Continue contrasting movement questions:-
in front - behind
out - in
etc.
.Use picture cards and say can you do this?



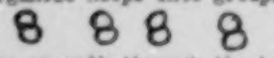


Can you make the letter "P"?

ACTIVITIES

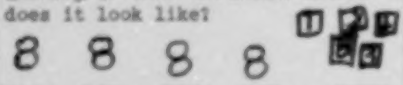
.Can you walk through the hoops and count them?

Organize hoops into groups of 2.



Can we walk through the hoops and count by 2? How many 2's do we have? How many sets of hoops do we have? What is the total number of hoops?

Looking at this set 8 what number does it look like?



$\boxed{2} + \boxed{2} + \boxed{2} + \boxed{2} = \boxed{}$

Find the right number that answers the questions. Scatter numbers.

NOTE: The possibilities are endless with number set games.

C. CHATTER TIME

VARIATIONS

.Play subtracting games.
.Children can perform movements to number, i.e. 8 jumps, etc.
.Musical phrases - 8 counts., whole notes, ½ notes, ¼ notes, etc.
.Play matching sets to even groups, uneven groups.

NOTE:
1 - 1 correspondence is an even set. Sets that are not in 1 - 1 correspondence are uneven sets, i.e. 9 children and 8 hoops. Which set is larger? What number is larger?

START POST TEST

REFER TO PRE TEST PACKET

21.0 / 21.1

LATERALITY-DIRECTIONALITY
LEVEL: C - E

PROCEDURES FOR ADMINISTERING PRE/POST TEST

PART I: This test will measure three (3) components of LATERALITY - UNILATERAL MOVEMENT - simultaneous movement of one side of the body or body parts on one side of the body. BILATERAL MOVEMENTS - simultaneous movement using both sides of the body and CROSS LATERAL MOVEMENTS whereby opposite arm and leg move at the same time.

Ask your students to determine teaching technique that will be used for TESTING:MOVEMENT EDUCATION or COMMAND.

PART I: UNILATERAL TESTING ITEMS: ANGELS IN THE SNOW

Movement Education Approach:
.Can you lie on the floor and slide only your right arm and leg along the floor away from your body?
.Can you slowly slide it back?
.Can you repeat the movement on the left side?
(Concept: body parts can open-close; meet-part)

Command Approach:
.Lie on floor keeping body straight. (Home position.)
.Slide only your right arm and right leg together along the floor away from your body.
.Slide arm and leg together back to "home" position.
.Repeat for the left side.

Mimetics:
.Can you do as I do?

THE SCALE OF BALANCE:

Movement Education Approach:
.Can you stand in a side-stride (straddle) position?
.Can you lift your right arm and leg upward and to the left without loosing your balance?
.Can you return to the home position?
.Can you do that on the left side?
.Can you rock back and forth sidewards four (4) times without stopping?

Command Approach:
.Stand in a straddle position - arms at your sides.
.Lift your right arm and leg together up and over your head and rock to the left without losing your balance.
.Return to home position.
.Repeat with left side.
.Return to home position.

SCALE OF BALANCE:

.Mimetics: Can you do as I do? (FOLLOW THE LEADER).

BILATERAL TESTING ITEMS: ANGELS IN THE SNOW

Movement Education Approach:
.Can you lie on the floor and open your arms and legs together?
.Can you bring them back together?

Command Approach:
.Lie on the floor keeping your body straight. (Home position.)
.Open (slide) your arms and legs together.
.Close (slide) your arms and legs to home position.

Mimetics: Can you do as I do?

JUMPING JACKS: From a standing position.

Movement Education Approach:
.Can you clap your hands over your head?
.Can you jump putting your feet out to the side?
.Can you clap and jump at the same time?
.This is called a "JUMPING JACK."
.Can we do four (4) continous jumping jacks?

Command Approach:
.Stand straight and tall arms at your side.
.Jump and land with your feet out to the side (open).
.Jump putting feet together (close).
.Clap hands over the head (open).
.Slap hands to sides.
Jump and clap at the same time (open).
.Jump closing and slap hands to side (close).
.That is called a "JUMPING JACK."
.Can you do four (4) continuous jumping jacks.

JUMPING JACKS:

Mimetics: .Can you do this?

CROSS-LATERAL: ANGELS IN THE SNOW

Movement Education Approach:
.Can you lie on the floor and slide one arm and the opposite leg along the floor away from the body?
.Can you bring them together?
.Can you do that using the opposite arm and leg?

Command Approach:
.Lie on the floor keeping body straight. (Home position)
.Slide right arm and left leg away from body.
.Return to home position slowly.
.Do that using the other arm and leg.

Mimetics: .Can you do as I do?

PART II. DIRECTIONALITY

Movement Education Approach:
.Can you bounce the ball in the right lane?
.Can you pass the ball forward?
.Can you toss it backward?
.Can you pivot to the right?
.Can you pivot to the left?
.Can you toss the ball into the right basket?
.Can you toss the ball, let it bounce and catch it with your left hand?
.Can you run around the left side of the obstacle?
.Can you run around the right side of the obstacle and stand next to the left chair?

Command Approach:
.Bounce the ball in the right lane.
.Pass the ball forward.
.Toss it backward.
.Pivot to the right.
.Pivot to the left.
.Toss the ball into the right basket
.Toss the ball, let it bounce and catch it with your left hand.

DIRECTIONALITY

Command Approach: (cont'd)
.Run around the left side of the obstacle.
.Run around the right side of the obstacle.
.Run around the right side of the obstacle and stand next to the left chair.

Mimetics: .Can you do as I do?

21.0 / 21.1
LEVEL: C - E

LATERALITY -- DIRECTIONALITY PROFILE

Administer the Laterality test in the CLASSROOM. (NOTE: Three (3) techniques have been offered to administer the test. Movement Education-Command-Mimetics. Circle the technique used. This will provide additonal information in the total assessment of your child.)

STUDENT'S NAME: ______________________ AGE: ____ LEVEL: ______ SCHOOL: ______________ TEACHER: ______________________

TECHNIQUE: (CIRCLE) (1) Movement Education (2) Command (3) Mimetics

PART I. LATERALITY:	TECHNIQUE	PRE-TEST-		POST-TEST		TEST DIFF.		
		S	U	S	U	I	S	R
UNILATERAL: Angels in the Snow Scale of Balance								
BILATERAL: Angels in the Snow Jumping Jacks								
CROSS-LATERAL: Angels in the Snow								
PART II. DIRECTIONALITY:								
Can you bounce the ball in the right lane?								
Can you pass the ball forward?								
.Can you toss it backward?								
Can you pivot to the right?								
Can you pivot to the left?								
Can you toss the ball into the right basket?								
Can you toss the ball, let it bounce and catch it with your left hand?								

DIRECTIONALITY (CONTINUED)	TECHNIQUE	PRE-TEST		POST TEST		TEST DIFF.		
		S	U	S	U	I	S	R
Can you run around the left side of the obstacle?								
Can you run around the right side of the obstacle and stand next to the left chair?								

*See Teacher Information #4.

KEY:
S: Satisfactorily Performed Skill.
U: Unsatisfactory Performance-Demonstrates deficiency- needs instructional time and practice.
I: Improvement Demonstrated.
S: Same--Performance the same.
R: Regressed - Post test performance unsure-retest in a few days.

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MOVEMENT PROBLEM: II. PARTNER STUNTS

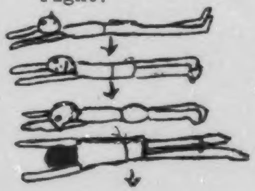
21.0 / 21.2

LATERALITY-DIRECTIONALITY

LEVEL: C - E

LOCATION: GYMNASIUM

EQUIPMENT/MATERIALS: MAT

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 21.2.1 Listen and follow directions. .2 Differentiate between right and left. .3 Differentiate between over and under. .4 Work with a partner/ group. .5 Roll body in a variety of planes. .6 Count to four (4) while performing a stunt. .7 Anticipate and stop before colliding with partner. .8 Differentiate forward-backward. TEACHER OBJECTIVE: To provide fun activities that re-emphasize LATERALITY-DIRECTIONALITY concepts.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE: In your personal space can you: .Make a long, straight, stretched shape on the floor? .Can you roll your body slowly to the right... right again...right... right?  .Can you find a partner? .Can you roll together to the right...left? .#1, can you roll to the left? #2, can you roll to the right and stop before you touch?	.Slowly to the left and count the rolls 1-2-3-4	1. While observing students check to see if they are: a) tucking or stretching during the rolls. b) changing direction when necessary. c) able to transfer and shift weight from body parts to other body parts 2. Encourage students to be aware of spatial distances on mats, to partner, etc. 3. SAFETY NOTE: For interesting stunts and tumbling start out by using mats. 4. PARTNER PLAY: Selection of partners should be determined through size and weight of students. This will insure smoothness and ease in execution of the stunts. 5. Set aside practice time for students to develop their own partner stunts. 6. Check and monitor that all starting holds and positions are correct	1. Are the students listening and following directions? 2. Are the students able to control their movements in their personal space? 3. Are the students differentiating movement concepts of right/left; over/ under through their performances? 4. Are the students aware of the safety factors involved in this lesson? 5. Are you able to develop additional movement questions easily for students? 6. Are the partners able to perform stunts efficiently and effectively? 7. Did the illustrations help you interpret these stunts? 8. Are the students attentive to the demonstrations of the other partners performances? 9. Did the students develop and create their own stunts? 10. Are the students exhibiting confidence and sure-

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MOVEMENT PROBLEM: II. PARTNER STUNTS

RESOURCES:

Pg. 2 of 21.2

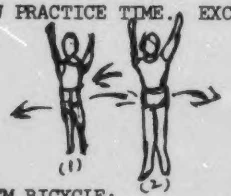
21.0 / 21.2

LEVEL: C - E

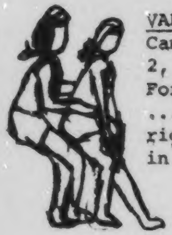
ACTIVITIES

.Can we try that again but this time #2, how can you get over #1 without touching and continue rolling?

ALLOW PRACTICE TIME. EXCHANGE PLACES.



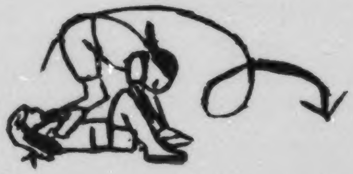
TANDEM BICYCLE:
#1, can you put your back against the wall with your knees bent?
#2, can you sit on your partner's knees? #1, put your arms around waist?
How can you travel together in this position? NOTE: Partners must move feet on same side together?



VARIATION
Can be done with 2, 4, or 6 students Forward,..backward ...travel to the right,,,left,,, in a circle...etc.

ACTIVITIES

ESKIMO ROLL:
1, can you lie on the mat? #2, can you stand at your partner's head, reach out and grab #1's ankles? #1, grab #2's ankles.
NOTE: Practice this until students are comfortable in assuming this position.
#2, can you travel as if doing a forward roll? #1 sit up and follow #2's roll.



C. PRACTICE TIME: Allow students to practice stunts and demonstrate to class.
D. CHATTER TIME

TEACHER INFORMATION

before movement is initiated.
7. Have children demonstrate their stunts and routines to the class. This lesson can be an excellent basis for the development of a "SHOW-CASE" for your class in: school, assembly programs, teacher-parent workshops, etc.
8. Teach spotting techniques and assign spotters if students are having difficulty with stunts.

TEACHER-PUPIL EVALUATION

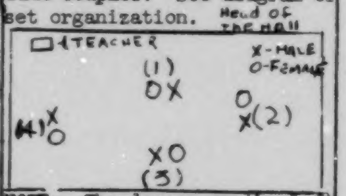
ness in their performances?
11. Did you vary activities to avoid fatigue?
12. Were the students able to assume positions and stunts in space easily?
13. Did everyone have fun?
14. Were you comfortable teaching this lesson?
15. Are you able to provide modified activities for students with additional disabilities?
16. Are you using the chatter time to emphasize laterality and directionality concepts?

MOVEMENT PROBLEM:	III. SIMPLE SQUARE DANCE TECHNIQUES
LOCATION:	GYMNASIUM/LARGE PLAY AREA (INDOOR-OUTDOOR)
EQUIPMENT/MATERIALS:	RECORD PLAYER -- ALBUM # 3009 SQUARE DANCING FUN, # 2808 SQUARE BANCING FOR CHILDREN- STALLMAN EDUCATIONAL SYSTEMS

21.0 / 21.3

LATERALITY-DIRECTIONALITY

LEVEL: C - E

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 21.3 .1 Listen and follow directions. .2 Perform square dance calls. .3 Identify calls. .4 Call the dances. .5 Dance both male/female roles. .6 Move in time to the music. .7 Count 8 beats. .8 Perform with a partner. .9 Dance a square dance. .10 Differentiate between right, left, forward, backward. .11 Identify body parts. .12 Identify head couple and side couples. .13 Demonstrate good body balance. TEACHER OBJECTIVE: To provide SQUARE DANCE concepts that reinforce elements of laterality and directionality.	A. MOVEMENT EDUCATION TECHNIQUE TO SQUARE DANCING: Introduce movements to calls for square dance. Provide analysis of skill. See Teacher Information #1. ORGANIZE SETS: Head couples, side couples. See diagram of set organization.  Head of the Hall TEACHER X-MALE O-FEMALE (1) OX O X(2) (4)X O XO (3) NOTE: The dancer on the left hand side dances the male role and the dancer on the right, the female role. INTRODUCE CALLS: WITHOUT MUSIC: .Can you honor your partner...corner? .Can you join hands with your partner and circle to the right 8 counts..?	.Repeat calls with music.	1. Analysis of square dance calls: .HONOR YOUR PARTNER: Partner facing BOYS BOW- right hand across stomach, left hand across the middle of back. GIRLS CURTSY right foot behind left, bend knees, arms out to side as if holding skirt. .HONOR YOUR CORNER: Boys ¼ turn to left, girls ¼ turn to right (bow and curtsy) Set is composed of 4 couples .HEAD COUPLES: 1-3 see diagram. .SIDE COUPLES: 2-4 see diagram. .DO-SI-DO: Partners facing-pass right shoulder to right shoulder, back to back pass left shoulder to left shoulder, return facing. .RIGHT ARM SWING: Partners facing, join right elbows turn in place 8 counts. (same for left.) Can walk or skip in circle.	1. Are the students listening and following directions? 2. Did you introduce the music to the students befor teaching the steps? 3. Did you have any problems with boys dancing with girls? If so, how can you eliminate them? 4. Can the students organize a set without instructions? 5. Can they apply right and left concepts in relationship to another person? 6. Are the students attaching the correct movements to the calls? 7. Are the students able to dance the calls in proper sequence? 8. Is this a comfortable lesson for you to teach? 9. How could you expand this lesson? 10. Can any of your students call the dances? 11. Is this a worthwhile activity and does it merit a place in the laterality-directionality module? 12. Did everyone have fun?

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MOVEMENT
PROBLEM: III. SIMPLE SQUARE DANCE TECHNIQUES

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LEVEL: C - E

RESOURCES: STALLMAN EDUCATION SYSTEMS INC., P.O. BOX AL, ROSLYN HEIGHTS, N.Y. 11577, NELSON, ESTHER, DANCING GAMES FOR CHILDREN OF ALL AGES, NEW YORK: STERLING PUBLISHING CO., 419 PARK AVE. S. NY.C. 10016 (1974)
KULBITSKY, OLGA, TEACHER'S HANDBOOK NO. 1- K-6, Newark N.J. BLUEBIRD PUBLISHING CO., (1959) ****see below:

ACTIVITIES

...to the left 8 counts?

INTRODUCE MUSIC: STUDENTS DANCE ABOVE

- .Can you all join hands, circle to the right 8 counts...to the left 8 counts?

INTRODUCE MUSIC: REPEAT ABOVE PARTS

WITHOUT MUSIC:

- .Can you all take 4 steps forward (into the circle) - 4 steps backward (out) repeat it again?
- .Can you stamp your right foot 8 times...left foot 8 times?
- .Can you slap your right side 8 times...left side 8 times?

INTRODUCE MUSIC:

- .Can you do-si-do your partner (4) ...your corner (4)...(4 counts to corner, 4 counts return home)?
- .Can you swing your partner-right arm..swing 8 counts..left arm .. swing 8 counts?
- .Can you promenade with your partner around the circle and return home?

DANCE THE DANCE: Allow practice time. *See Teacher Information #5

CUE SEQUENCE:

.Honor partner- and - corner.
.Circle partner 8-right and 8-left.
.All circle - 8-right and 8-left
.Into circle 4 - out 4.
.Repeat
.Stamp 8 right - 8 left **

** **ACTIVITIES (CONTINUED)**

.Slap 8 right - 8 left.
.Do Si Do partner 4 corner 4
.Swing partner right arm 8- left arm 8.
.Promenade 16 counts.

C. CHATTER TIME

****RESOURCES -- CONTINUED
VITAGLIONE, LILLIAN, CHILDREN-IN-MOTION, CHANNEL 25, BOARD OF EDUCATION, TELECAST #6, THE MOVEMENT EDUCATION WAY TO FOLK DANCING. CHECK IN-SERVICE LISTING FOR TELECASTS.

TEACHER INFORMATION

.PROMENADE: Skaters position. Partners walk around circle. Boys always on inside of circle.

2. Select music with strong underlying beat - 8 count phrase. Music can be a favorite album of the class or a square dance album without words. Although the Stallman albums note K-3 level, they are developmental and progressive for other groups.
3. Present historical background of Square and Folk dancing in in classroom.
4. Refer to Curriculum Bulletin Elementary School Physical Education, 1956. Excellent resource for dance activities
5. *The calls in the activity column are presented using a Movement Education Approach. Once problems have been stated and answered, develop cues for students to practice dance. See "CUE SEQUENCE." Additonal calls can be introduced as students progress. Such as: "LADIES CHAIN," "GRAND RIGHT AND LEFT," etc. ***

*** **TEACHER INFORMATION (CONTINUED)**

6. An excellent square dancing album series has been produce by Ed. Durlacher entitled "HONOR YOUR PARTNER". This can be obtained from EDUCATIONAL ACTIVITIES, INC. FREEPORT, LI.,NY. 11520. The bands are are talk-through- walk through.
7. Count the beats to the music. i.e. Circle to the right 2-3-4-5-6-7-8 etc. Have students count with you.
8. Provide time for students to practice "CALLING."

MOVEMENT PROBLEM: IV. TRACK FUNDAMENTALS

21.0 / 21.4

LATERALITY-DIRECTIONALITY

LEVEL: C - E

LOCATION: GYMNASIUM/LARGE PLAY AREA /PLAYGROUND

EQUIPMENT/MATERIALS: TAPE, TRAFFIC MARKERS, BATONS (WOODEN DOWELS)

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 21.4 .1 Listen and follow directions. .2 Perform safely and without collision to objects/other persons. .3 Run forward, staying within limits. .4 Pass baton without dropping. .5 Run and pass baton without dropping. .6 Receive baton without dropping. .7 Receive baton while running without dropping. .8 Jump hurdles safely. .9 Run and jump hurdles without knocking them over. TEACHER OBJECTIVE: To provide self-testing activities focusing on laterality-directionality concepts.	A. JOGGING B. MOVEMENT EDUCATION TECHNIQUE: Introduce track events which focus on laterality and directionality concepts. ESTABLISH pathways with traffic markers. .Can you run within the lanes...how quickly? .Can you run a figure 8 pathway within the lane... staircase pathway...zig-zag? INTRODUCE HURDLES:-TRAFFIC MARKERS can Become hurdles by stacking. Increase height with performance. . .How quickly can you run and jump over the markers (hurdles) and stay within the lane?	.Can you run backwards.	1. Organize classroom/gymnasium/playground into lanes. Paint, tape, markers, etc. can be used to establish track area. 2. Specify start and finish lines. 3. Refer to resource for TRACK AND FIELD SKILL analysis of events. 4. Avoid fatigue by varying activities/distances, etc. 5. CLASS TRIP: Track meets at colleges, universities, Madison Square Garden, AAU meets, etc. 6. Encourage students to view Wide World of Sports program. 7. Develop school meets. 8. Encourage students to participate in Special Olympics school meets -- but prepare all year for the activity. 9. All students must be encouraged to dress properly sneakers, shorts, T-shirts etc.	1. Are the students listening and following directions? 2. Are the students achieving the behavioral objectives? 3. What approach did you utilize in teaching the baton passing skills? Why? 4. Are you providing an atmosphere which is conducive to healthy competition? 5. How can you relate the baton passing skill to classroom related activities? 6. Did you use the resources provided for additional information? 7. How could you utilize nearby colleges with physical education facilities? 8. Are you able during the year to plan and attend track meets? 9. Are the activities reinforcing laterality-directionality concepts? If not, why? How can you further develop the activities? 10. Could you organize a school Track and Field Day?

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MOVEMENT PROBLEM: IV. TRACK FUNDAMENTALS

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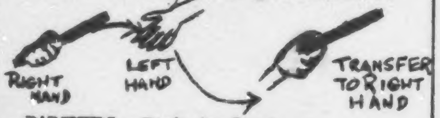
RESOURCES: Kirehner, Glenn,. Physical Education for Elementary School Children, Dubuque, Iowa: Wm. C. Brown Publisher (1970)
Dauer, Victor., Dynamic Phyical Education for Elementary School Children,
Minneapolis, Minn.: Burgess Publishing Co., 1971 Chapter 28.

LEVEL: C - E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
RELAY: BATON PASSING SKILLS. Demonstration-model performance.  RIGHT HAND LEFT HAND TRANSFER TO RIGHT HAND PARTNERS: Task Analysis .Can you stand one in front of the other? Are you both facing in the same direction? Who is in the front...back? .Can the front person reach backward with their left hand, palm facing the ceiling? .Can the back person slap the baton into their hand? .Can the back person take 10 steps backward with the baton in your right hand? .Can the back person run to the front person and slap the baton into their left hand? .Continue practicing. .Can the back person run to the front person who is running and slap the baton without dropping it? .Continue practice. C. CHATTER TIME		10. Introduce Interval Training: Running a determined distance at a set speed. 11. Allow your class to lay out the field. Measure, tape (check). 12. Encourage the girls to participate and train. 13. Provide an environment that leads to the development of personal goals. 14. Times should be recorded and posted on bulletin boards. Praise students.	11. Are your students dressing appropriately for the activity? START POST TESTING REFER TO PRE TEST

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BIBLIOGRAPHY - LATERALITY - DIRECTIONALITY

Arnold, Gessel, THE FIRST FIVE YEARS OF LIFT: 1940. Harper and Brothers, New York City, Pgs. 91-101

Barger Mirror Technique, MIRROR READING BOARD AND MANUAL, R. I. Borclay Mfg., P.O. Box 633, Great Neck, L.I. N.Y.

Edson, Thomas A., TUMBLING AND ROLL PROGRESSION FOR THE NEUROLOGICALLY HANDICAPPED CHILDREN. 1968. Pioneer Press, Santa Ana, California.

The Frostig Program for the Development of Visual Perception, DIFFERENTIATING LEFT FROM RIGHT, Teachers Guide, 1964. Follett Publishing Co., Chicago, Ill. 60607 Pgs. 54-68

Kephart, Newell C., THE SLOW LEARNER IN THE CLASSROOM, 1962 Charles E. Merrill, Inc. Columbus Ohio

Roach, Eugene and Kephart, Newell C., THE PERDUE PERCEPTUAL-MOTOR SURVEY, 1966. Charles E. Merrill, Inc. Columbus, Ohio, Rating scale-test booklet for scoring each individual.

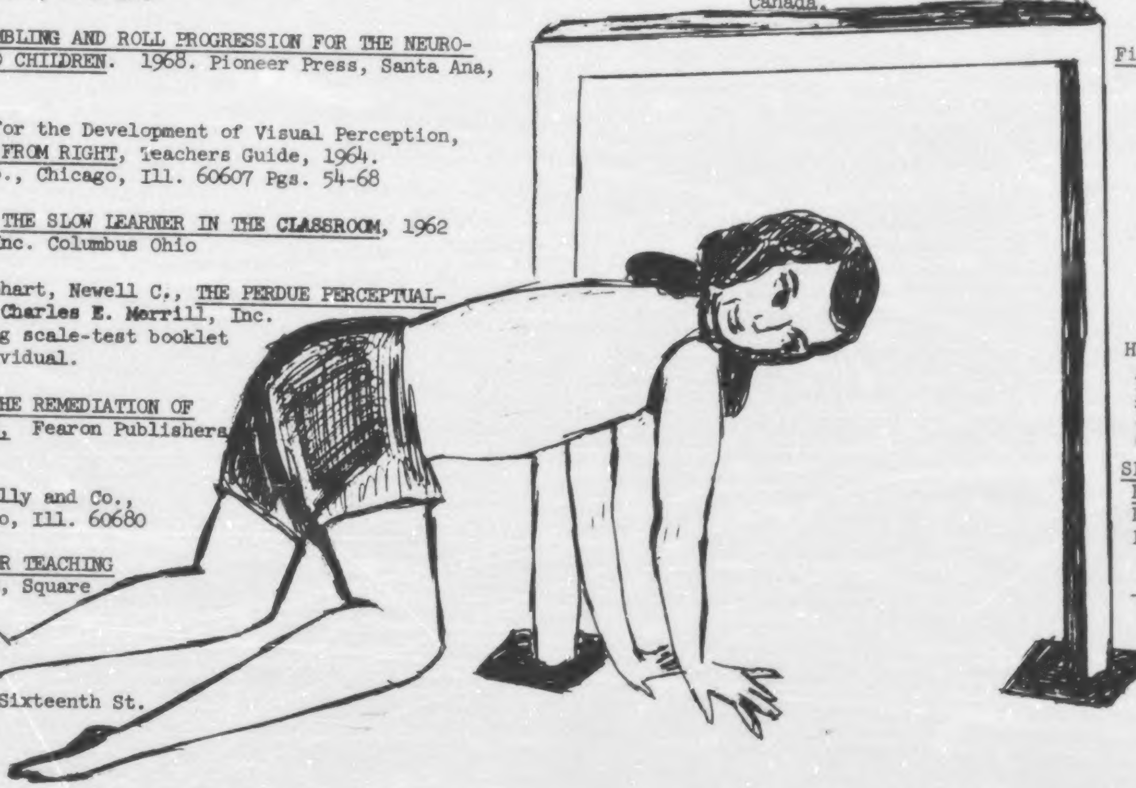
Valett, Robert E., THE REMEDIATION OF LEARNING DISABILITIES, Fearon Publishers Belmont California.

WHICH WAY? Rand McNally and Co., P.O. Box 7600, Chicago, Ill. 60680

MATERIALS FOR TEACHING DANCE. Vol. II. Folk, Square and Social Dancing. American Association Health, Physical Education and Recreation, 1201 Sixteenth St. N.W., Washington D.C.

HOW TO DEVELOP A THEME

Film:- UNDERSTANDING SPACE AND DIRECTIONAL MOVEMENTS -24 minutes: sound and color. Distributor: Dept. of Physical Development Studies, Simon Fraser University, Burnby 2, British Columbia, Canada.



Film:- THE PROBLEM SOLVING TECHNIQUE: Fifth graders develop a dance using simple folk dance steps with music. Emphasis on problem-solving methods. Distributor: Audio-Visual Center, Division of Extension and University Services, University of Iowa, Iowa City, Iowa.

Hall, Pillman J., DANCE! A COMPLETE GUIDE TO SOCIAL, FOLK, AND SQUARE DANCING. 1963. Wadsworth Publishing Co., Inc. California

SPECIAL NOTE:
REFER TO 20.3 LEVEL A-B-D EXPLORING ENVIRONMENT--RIGHT LEFT CONCEPTS.

PRE-DRIVER'S EDUCATION THROUGH MUSIC, Stallman Educational Systems, Inc. P.O. Box AL, Roslyn Heights, N.Y. 11577. Album is recommended to enrich lesson theme with focus on right and left, etc.

22.0
22.1

RHYTHMS AND DANCE

LEVEL A-B-D

MOVEMENT PROBLEM: I. FUNDAMENTALS OF DANCE (Locomotor)

LOCATION: GYMNASIUM - LARGE PLAY AREA

EQUIPMENT/MATERIALS: Record Player - Record Album, KIMBO LP 9077

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 22.1.1 Listen and follow directions .2 Perform warm-up activities .3 Perform fundamental movements .4 Demonstrate transfer from one step to another i.e. change from walk to a run to a leap .5 Perform a Goodbye Dance .6 Differentiate step terminology TEACHER OBJECTIVE: To provide fundamentals of dance focusing on locomotor movements.	A. WARM-UPS: Album LP 9077 B. MOVEMENT ED. TECHNIQUE: Introduce and review locomotor steps: walk run leap hop skip gallop slide Introduce combination of steps: .walk...run...leap .jump...hop...skip .gallop...slide C. Introduce a "Goodbye Dance" at the end of the lesson. See Teacher Info. #3 D. CHATTER TIME	.How many different directions can you walk...run... .include imitative questions such as: How would you run on a windy day? .include creative questions such as: How does the animal move at a high level...low level?	1. Allow children to develop tempo by asking them to walk (run, skip, etc.) as slowly or quickly etc. Provide questions to encourage directional change, levels, shapes, pathways. See LABAN CHART, INTRODUCTORY SECTION. 2. Clothes affect the way children move. If possible and safe, have children remove their shoes and socks. (A Broom committee can be formed to sweep and check floors for objects) Encourage children not to wear good clothes. 3. Line children up at the end of the class and have each child say goodbye with his body. Challenge children individually such as, "Can you make a bigger wave?" or provide reinforcement	1. Are the children listening and following directions? 2. How many lessons did it take for the children to demonstrate a level of proficiency? 3. Did the album provide for your needs? 4. What additional albums did you use that enhanced your lessons? 5. Are the children properly dressed for the activity? 6. Did you check the facility to insure safety? 7. In developing your lessons, are you using a structure based on the elements of dance? 8. Are you highlighting students who are performing creatively and well? 9. Are the children having a good time? 10. Are you using the chatter time to review and discuss each lesson?

MOVEMENT PROBLEM: I. FUNDAMENTALS OF DANCE

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RESOURCES: Dauer, Victor P., Dynamic P.E. For El. School Children, Minn: Burgess Publishing Co., 1971 Chapter 19-21
Album LP 9077: "1-2-3 and Move", Kimbo Educational P.O. Box 477, Long Beach, N.J. 07740

LEVEL A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER INFORMATION (continued)
		by saying, "Johnny is turning as he is waving goodbye: Isn't that super?" 4. Develop bulletin boards that include dancers... dance words...dance flyers. 5. Plan a field trip, for example: each year, "The Dance Theatre of Harlem, Inc." 466 W. 152 nd St., N.Y. N.Y. (212) 690-2800 provides an annual Arts Exposure program in May. They are committed to their communities particularly children, senior citizens and handicapped to provide a program that enables this population to see what goes into the making of a dancer. 6. Contact dance groups to provide class and/or assembly programs. 7. THIS LESSON CAN TAKE AN ENTIRE WEEK FOR EXPLORATION. THIS LESSON IS THE FOUNDATION FOR THE REMAINDER OF THE MODULE.	8. Start your plans for a dance festival. 9. The phonograph should be of good quality and have 33 1/3, 45 and 78 RPM with a VARIABLE SPEED CONTROL. It is essential for use with handicapped children. This will allow you to play records slightly slower or faster depending on children's needs. There also should be sufficient volume that can be heard over the activity's noise. 10. Refer to Module 16.0 BASIC BODY MOVEMENT FOR SKILL ANALYSIS for additional background and assistance in Rhythms and Dance.

MOVEMENT
PROBLEM: II. FUNDAMENTALS OF DANCE (Non-locomotor)

22.0 / 22.2

RHYTHMS AND DANCE

LEVEL A - B - D

LOCATION: GYMNASIUM - LARGE PLAY AREA

EQUIPMENT/MATERIALS: Record Player: KIMBO LP 9077-LP 9075

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 22.2.1 Listen and follow directions. .2 Perform locomotor movements: walk, run, skip, jump, gallop etc. .3 Perform non-locomotor movements: bending, stretching, twisting, turning, swinging. .4 Perform the combination of elements in movement: body, space, time, force. .5 Differentiate between locomotor and non-locomotor movements. .6 Work with a partner...group. TEACHER OBJECTIVE: To provide fundamentals of dance with special emphasis on lesson structure.	A. WARM-UPS: LP 9077 and LP 9075 B. MOVEMENT EDUCATION TECHNIQUE: 1. REVIEW LOCOMOTOR STEPS: After presenting and developing the locomotor steps (exploring levels, pathways, directions etc.) say to class: .How can you move your elbows while you are walking...running, etc? .With your head leading the movement, can you travel forward... backward...at a low level...high level... in a twisted shape... curved shape...round shape...quickly... slowly?	.head, shoulder, hips, etc. .walking...running etc. with partner...group? .Refer to behavioral objectives in 22.1 and expand by using this questionning technique. This will insure full exploration of body parts and its connection to space, time and force. i.e. With your head leading the movement can you walk forward at	1. Continue the development of dance bulletin board...dance movement vocabulary... 2. Lesson structure involves at least 3 steps: .presentation of the element .exploration of the element and its possibilities .provide the form For example: The objective could be to stretch body and body parts. .Use visual aids such as rubber bands, ropes, nylon stockings, socks etc. After presenting the concept stretch with materials, say to class: .How can the body stretch? .What (why) is a stretching movement?	1. Are the children listening and following directions? 2. Are you able to develop the elements with the use of the "how, what, where" technique? 3. Are you fully developing and integrating conceptual skill development with gross motor activities? 4. Are you aware of the learning styles of each child in your class? 5. Is this an effective teaching style for all your children... If not, what adaptations have you made to achieve the behavioral objectives?

MOVEMENT PROBLEM: II. FUNDAMENTALS OF DANCE (Non-Locomotor)

RESOURCES: Kimbo Ed.P.O.Box 477, Long Branch. N.J. LP 9077 - "1-2-3 and Move", LP 9075 "Developing Motor Skills For Self-Awareness"

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22.0 / 22.2

LEVEL A - B - D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
2. Introduce and review Non-locomotor movements: .bending .stretching .twisting .turning .swinging C. ORGANIZE "GOOD-BYE DANCE". D. CHATTER TIME	a low level in a curved shape slowly? NOTE: THIS IS A SERIAL MEMORY TASK! BREAK SKILLS DOWN AS SLOWLY AS NEEDED !! .Can you say goodbye with a jump...hop...stretch etc?	.What body parts can you stretch? .Where does your stretch go in space? Structure your questions so that the children first work in their personal space and travel through general and air space. The key is first developing the element STRETCH and then combining it with Laban's movement theory. Here again we are teaching the conceptual skills through this gross motor approach. 3. Refer to other modules to assist you in presenting additional activities.	6. How long did it take to achieve the behavioral objectives in this lesson? 7. How can you develop these activities to include partner and group activities? 8. Are you using music effectively? 9. Are you encouraging children to find new and different movements to respond to the questions? 10. Are you providing opportunities for the children to verbalize concepts? 11. Are you comfortable with those activities? 12. Did the children have fun?

MOVEMENT
PROBLEM: III FORM (STRUCTURING IDEAS) - BEGINNING-MIDDLE - END

22.0 / 22.3

RHYTHMS AND DANCE

LEVEL A - B - D

LOCATION: GYMNASIUM/ LARGE PLAY AREA

EQUIPMENT/MATERIALS: Record Player: Album LP 9075 - LP 9079

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 22.3.1 Listen and follow directions. .2 Perform in personal space. .3 Perform in general space. .4 Perform a 20-30 second dance. .5 Work alone, partner or with a group. .6 Dance a goodbye dance. .7 Identify a beginning, middle and ending movement. .8 Differentiate and name beginning, middle and ending movement. (Continued Page 2) TEACHER OBJECTIVE: To provide a structure for the development of form (which should be translated to conceptional development and self-help or vocational skills).	A. WARM-UPS: Album LP 9075-9079 B. MOVEMENT EDUCATION TECHNIQUE: Review locomotor and non-locomotor activities. C. PRESENT THE FORM (idea) BEGINNING (Personal Space) See Teacher Information #2 "Today we are going to explore something that we all do! sleeping". .Can we all find a personal space and show how we sleep? (STARTING SHAPE)	WARM-UPS: Choose a band and say: .How would you move to this music? DEVELOP: Partner and group activities CLASSROOM: .Discuss what is sleep... why we sleep? What is the difference between rest and sleep? .How does a baby sleep... our mothers...fathers etc. Explore sleeping on back... side...curled shape... stretch shape. STORY PLAY: "Counting Sheep" "Magical Dreams"	1. Upon completion of the exploration, direct lessons to develop FORM. 2. FORM is developed by thinking in the direction of 3 steps: .beginning movement (or shape) - personal space .middle movement - personal-general-air .ending movement (or shape) -personal space 3. Form can be attained from a Theme (idea). Ideas should be simple and easily identified by our children. Ideas can come from the children. 4. Form can be equated to stories that have a beginning, middle and end.	1. Are the children listening and following directions? 2. Did you allow the children to explore the steps? 3. Did you do it developmentally- moving from simple to complex? 4. Did you encourage the children to expand the theme? 5. Were the children able to select their own movements eventually or did you maintain a mimetic approach? 6. Did any of the children attempt movements they wouldn't have tried without your questions? 7. Are the children able to work alone...group?

BEST COPY

MOVEMENT PROBLEM: III FORM (STRUCTURING IDEAS) - BEGINNING - MIDDLE - END

P. 2 of 22.3

22.0 / 22.3

RESOURCES: Kimbo Ed., P. O. Box 477, Long Branch, N. J. 07740 LP9075 - Developmental Motor Skills For Self-Awareness LP9079 - Outer Space (Musical Playlet)

LEVEL A- B- D

RECOMMENDED BEHAVIORAL OBJECTIVES

THE CHILD SHOULD BE ABLE TO:

3.9 Perform beginning shape, middle movements and ending shape.

.10 Perform high twisted...low curled, etc. shapes.

.11 Combine locomotor and non-locomotor movements.

.12 DEVELOP THEME (sleep)

ACTIVITIES (continued)

.Can we sleep standing up... sitting?

.Does our body move while we are sleeping? How?

.Do we make any sounds while we are sleeping?

.What are dreams? Does anyone dream while they are sleeping?

MIDDLE: (General Space)

Develop "counting sheep" or "magical dreams"

END: (Personal Space) Ending Shape

.Can you return to your sleeping position?

D. GOOD-BYE DANCE: Can you say "good-bye" with 2 locomotor movements and end in a shape? (high-twisted, low-curled etc.)

ACTIVITIES (continued)

E. CHATTER TIME

VARIATIONS (continued)

EXPANSION: Potential Themes: waking, dressing etc. Encourage children to hold ending shape by counting 1-2-3. Additional Enrichment Activities:

GROUP PLAY: Divide class into groups and have them develop a 20-30 second group dance. Provide a concrete theme. Move from group to group and assist.

ENRICHMENT:

Select appropriate music. Set the themes to music.

TEACHER INFORMATION

5. If you are developing self-help skills in the classroom such as washing hands, brushing teeth, combing hair they can be developed through gross motor play. As you plan, think of all the activities that take place in a category i.e. waking:
   .stretching and rolling
   .jumping out of bed
   .catching few extra winks
   .etc.
   Develop ideas by asking your children what occurs.

6. Relate beginning - middle-ending back to the theme. Allow children to verbalize, conceptualize whether it be through arts and crafts projects or writing stories. Rely on teaching strategies for the level you are teaching.

7. The dance should not take any more than 30 seconds.
8. This lesson could take a week to develop.

TEACHER-PUPIL EVALUATION

8. Did eveyone have fun?

9. Are the goodbye dances beginning to develop form?

10. Are the children able to combine non-locomotor and locomotor movements?

MOVEMENT PROBLEM: IV DANCING THE DANCE (MOVEMENT ED. QUESTIONING TECHNIQUE)

22.0 / 22.4

RHYTHMS AND DANCE

LEVEL A - B - D

LOCATION: GYMNASIUM / LARGE PLAY AREA

EQUIPMENT/MATERIALS: RECORD PLAYER: ALBUM LP 7030

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 22.4.1 Listen and follow. .2 Dress appropriately for the activity. .3 Work in personal, general and air space. .4 Work without collision. .5 Respond to a clap changing to a new shape (musical cues). .6 Making a beginning shape...4 middle shapes...and an ending shape. .7 Make twisted, curved, bent, stretched etc. shapes. .8 Make shapes at high... medium...low level. .9 Combine shapes .10 Dance Theme "Shapes" with an audience. .11 Participate as a viewer in an audience. TEACHER OBJECTIVE: To develop questioning tech. to evoke creative motor responses.	A. WARM-UPS: LP 7030 Review locomotor and and non-locomotor activities. B. MOVEMENT ED. TECHNIQUE: Select the theme: "The Making of Shapes" .When I say go, can you find a place on the floor and sit? As you are sitting here you can see that your body is making a shape. Can you find another shape? (see variations) WITHOUT COLLISION: .Can you travel around the room changing shapes when I clap my hands? (Focus on level, speed, direction and different kinds of shapes) "Let's see if we can develop a "Dance of Shapes"	Additional Themes: .cloud shapes .number shapes .letter shapes .toy shapes .animal shapes .A standing shape... pretzel (twisted) shape... curved...stretched? .Can you change your level and repeat? .A one legged shape...one leg and one hand shape? .A upside-down shape that is curved... stretched...twisted... rounded...? .Half body is bent and half is curved? .A rolling shape? .Puppet like shapes... tin man shapes? Develop partner shape dances...individual shape dances...small group (3) shape dances.	1. Peruse the curriculum for additional rhythms activities that provide suggestions for additional themes etc. 2. As the children are performing, introduce music. 3. Change musical cues from clapping, on and off of record player, drum etc. 4. Dances should not exceed 30 seconds. 5. Discuss beginning, middle and ending shapes. Select unusual and creative shapes children are developing and have the class mimic the movement. 6. Move from child to child giving individual suggestions and providing praise.	1. Are the children listening and following directions? 2. Are the children dressed appropriately for the activity? 3. Are you comfortable with the Movement Ed. questioning technique? 4. Can you develop additional themes? 5. Are the children responding to the questions creatively? 6. Can the children differentiate low-curved- high twisted etc. shapes? 7. Are the children responding to cues? 8. Are the children responding to the music?

MOVEMENT PROBLEM: IV DANCING THE DANCE (MOVEMENT ED. QUESTIONING TECHNIQUE)

P. 2 of 22.4 22.0 / 22.4

RESOURCES: Album LP 7030 "Coordinated Classroom Activities" Kimbo Educational, P.O. Box 477 Long Branch N.J.

LEVEL A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
.Can you find a BEGINNING shape? .Can you travel around making four (4) different shapes? (middle) .Can you find an ENDING shape? DIVIDE CLASS IN HALF. 1/2 of the class becomes the audience, the other the performer. Change. C. CHATTER TIME	INTRODUCE MUSIC	7. Develop a bulletin board of shapes from an arts and crafts lesson. 8. Develop language arts lessons...vocabulary words from movement lessons. 9. Encourage the children to hold ending shape to communicate the end of dance. Have children end and count 1-2-3 to themselves, stand and bow.	9. What additional music can you use? 10. Are the children able to perform the beginning shape...4 middle shapes...an ending shape? 11. How much time did this lesson take? 12. Were you able to integrate this material into the core program? 13. Did the children enjoy this lesson?

MOVEMENT PROBLEM: V CLASSROOM LESSON: INTEGRATING LISTENING SKILLS - THROUGH DANCE - MUSIC AND ART

22.0 / 22.5

RHYTHMS AND DANCE

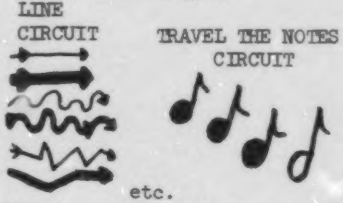
LEVEL A - B - D

LOCATION: CLASSROOM

EQUIPMENT/MATERIALS: RECORD PLAYER L.P. #KIM 0500 and LP 7019

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 22.5.1 Listen and follow directions. .2 Differentiate and identify the cues. .3 Respond to cues. .4 Draw and color to music. .5 Differentiate thick... thin... etc. lines. .6 Identify shapes. .7 Respond to whole, half, quarter etc. notes. .8 Respond to even tempo, uneven tempo. .9 Respond motorically to line circuit and musical note circuit. .10 Dance "goodbye" dance. TEACHER OBJECTIVE: To develop listening skills by integrating gross motor activities with Dance-Music and Art.	A. WARM-UPS: LP 7019 Review locomotor - non-locomotor movements focusing on patterns and pathways. B. MOVEMENT ED. TECHNIQUE: . Can you clap with me? . (snap, whistle, stomp) . Can you clap to this music...this drumbeat... metronome? LISTENING SKILLS: CUES When you hear a clap, can you... . hear a snap, can you.. . hear the whistle, can you... . hear the drumbeat, can you... . hear the metronome, can you... ART - MUSIC INTERACTION: SELECT A BAND OF MUSIC AND PLAY IT FOR THE CHILDREN. . Can you draw to this music?	. whole notes...quarter... half...etc... uneven tempo etc. LP7019: ITS FUN TO CLAP Side 1, Band 1. NOTE: THIS IS A "TOUGHIE" Depending on the ability and level of your children: . Attach colors to themes in the music. . Ask children to select appropriate color with	1. Encourage children to explore a variety of listening situations and practice responses. 2. Select music with definite themes. Do not use subtle music. 3. This may be considered a sophisticated lesson. Success is based on the materials used and teaching strategies moving from the simple to the complex. Do not be discouraged. Have fun! 4. Try movement themes to poetry, stories, lighting, colors. 5. Provide encouragement and praise.	1. Are the children listening and following directions? 2. Did you preview the albums prior to testing? Are the records motivating your children? What other albums have you used? 3. Did the selection of music provide a variety of tempo changes? 4. Did the children achieve the behavioral objectives? 5. How long did it take you to achieve them? 6. What other areas of core can you integrate to develop creative dance themes with listening skills (cues)? 7. Is the lesson too sophisticated for your youngster? If so, how can you modify?

MOVEMENT PROBLEM:	V CLASSROOM LESSON: INTEGRATING LISTENING SKILLS - THROUGH DANCE - MUSIC AND ART	P. 2 of 22.5 22.0 / 22.5
RESOURCES:	KIM 0500 "Make Believe in Movement" (Record & Teachers Guide) Kimbo Ed. P.O. Box 477 Long Branch, N.J. 07740 LP 7019 - "Developing Everyday Skills"...	LEVEL A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
Discuss drawing strokes as they relate to the tempo and quality of music. i.e. thickness, thinness, curvy. ART- MUSIC - MOTOR ED INTEGRATION: Tape drawings on floor to establish circuits. For example.  LINE CIRCUIT TRAVEL THE NOTES CIRCUIT etc. Develop questions that provide for integration. . How would you travel on a thick... thin...curvy.red thick...skinny (etc.) line to this music? C.GOODBY DANCE: INCORPORATE MUSIC: D.CHATTER TIME	each theme. LP 0500 Bands..., cloud Classroom: Draw a goodbye poster.	6. Have children develop the circuits (paint, paper, construction etc.) 7. Continue developing movement vocabulary and bulletin boards.	8. Is the Goodbye Dance developing into a smooth transitional communication piece? 9. Did you receive positive, creative feedback from the circuits? 10. Did you state serial memory tasks developmentally? 11. Were the children associating movements to their visual drawings? 12. What materials were used to develop these movement activities? 13. Are you noting the differences in learning styles of the children?

MOVEMENT PROBLEM: VI EXPLORATIONS

22.0 / 22.6

RHYTHMS AND DANCE

A - B - D

LOCATION: GYMNASIUM/ LARGE PLAY AREA

EQUIPMENT/MATERIALS: RECORD PLAYER: FAVORITE ALBUM * PLASTIC GARBAGE BAGS (COLORFUL SCARVES, CREPE PAPER, SHEETS) PARACHUTE

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 22. 6.1 Listen and follow directions. .2 Travel through space without collision. .3 Travel forward... backward...sideward. .4 Travel fast...slow. .5 Travel at a high level ... low...medium. .6 Adhere to safety limitations. .7 Work with a partner. .8 Know words such as personal space...in front of...behind... blowup, crush...(Inflate-deflate) body parts...etc. .9 Work with a partner. .10 Participate safely. .11 Treat supplies, (materials) with care. TEACHER OBJECTIVE: To provide stimulating gross motor activities that promote learning.	A. WARM-UPS are built into the lesson. B. MOVEMENT ED. TECHNIQUE: "Today we are going to explore the airspace around us. When I say go, can each of you get one plastic bag, find a personal space and sit?" Can you put the bag on the floor in front of you? . Can we blow into the bag? . If we crush the bag what happens to the air and the bag? Repeat blowing into bag. What other body parts can we use to crush the bag? . Can you hold the bag on the open end and without collision travel around the room collecting air?	. Discuss properties of bag... to include texture, color, size, opening etc. . Discuss the SAFETY ELEMENT. (Explore inflating and deflating objects) such as balloons, beachballs, tires etc.	1. SAFETY: INSTRUCT CHILDREN NEVER TO PUT PLASTIC BAGS OVERR THEIR HEADS: 2. Exploration of the plastic bags can be introduced in a classroom lesson. Similarities to balloons etc. can be developed. Utilitarian use, change of function etc. 3. * Provide enough equipment for each child. You may check with the head of the cafeteria and borrow their garbage bags. 4. Integrate lesson focusing on language arts, vocabulary, science (explore air and its properties)...explore the shapes of bags... some will be fuller than others.	1. Are the children listening and following directions? 2. Are the activities appropriate to achieve the behavioral objectives with your group? If not, are they adaptable? 3. Is the nature of the activities such that classroom integration of core activities possible? 4. Is the equipment (materials) suitable to achieve objectives? 5. Are you taking every precaution to insure safety in your class? 6. Are the children enjoying the activities? 7. Do the activities lend to a certain kind of freedom of movement?

MOVEMENT PROBLEM: VI EXPLORATIONS	P.2 of 22.6 | 22.0 / 22.6
RESOURCES:	LEVEL A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
Additional Explorations: Once the bags are filled with air can we tie the bag? . Can we kick the bags around the room? tap...punch? . Can we find a partner and toss the bags back and forth? . Can we travel as if the bag were 200 pounds? DISTRIBUTE A SECOND BAG AND REPEAT EXPLORATIONS: . Can we travel around the room collecting air? . COLLECT BAGS C. GOODBYE DANCE: Continue on the theme development. D. CHATTER TIME	. High level...low level... medium level? . Fast...slow? . one bag at a high level the other at a low level? . alternating arms? . like an air plane? Discuss kites and kite flying. Bring in kites and explore. ADDITIONAL EXPLORATIONS WITH SCARVES WHICH WILL SERVE AS WINGS: NOTE: DISCUSS PROPERTIES OF SCARVES . . Can we flutter our arms like a bird...jump up and down and flap the wings...travel around the room at a high level.. low level...... slowly... quickly, etc. (continued- See Teacher-Pupil Evaluation column)	5. This lesson provides you with a sample of inexpensive materials that create a fascinating experience for your children. Explore and expand the possibilities for growth. 6. While children are exploring play their favorite album. 7. Explore and Expand... Have FUN!! 8. Discuss words such as inflate...deflate...clothing as it relates to wind resistance. The possibilities are endless. 9. On sunny days use props to create shapes in the shadows. Discuss.	8. Can you expand the activities using Laban's chart? 9. Are you comfortable with the technique? 10. Are the children having fun? 11. Are the children stimulated by the materials being creative? 12. Did you have fun? VARIATIONS (continued) SHEETS TO SERVE AS CAPES: For dramatic play such as Superman, Batman, Robin, Bull Fighters. . CREPE PAPER STREAMERS: . will create a different effect. . Attach to arms, legs or have children hold them and travel around room. PARACHUTES: Large sheets (bottom fitted) will produce a similar effect. Have children work in groups of 3 or 4. Peruse curriculum for (commercial) Parachute activities. Develop questions to involve the children. Focus on the development of words...shapes...concepts etc.

MOVEMENT PROBLEM: VII BEGINNING SQUARE DANCING

P. 2 of 22.7

22.0 / 22.7

RESOURCES: STALIMAN EDUCATIONAL SYSTEMS, Inc. P. O. Box Al, Roslyn Heights, N.Y. 11577Album S135Pre-Square Dance Vol 2
Nelson, Esther "Dancing Games For Children of All Ages" N.Y.: Sterling Publishing Co., Inc. 1974

LEVEL A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER INFORMATION
. Can we all go into the center? (without bumping) . Can we all go out of the center? . As above 8 (in 8; out 8) These are the basic foundation steps. Once children have learned, teach dances. i.e. side 1 Square Dancing 1-2-3; Stand up Square Dance etc. As the children become proficient, teach additional calls such as Dosi Do your partner; Dosi Do your corner etc. C. CHATTER TIME		boy bends at the waist. CURTSY: Girls put one foot behind the other and bend at their knees. At the same time, put arms out as if they were holding a skirt. HONOR YOUR CORNER: Partners turn away (½ turn), face corners and repeat above. ALL JOIN HANDS AND TO THE LEFT: The set walks in and becomes a circle by joining hands. (concept: square to circle). In the introduction do not attach number. Allow them to walk in the left direction: change call to circle to the right... Practice. Circle 8 to the left: Walk children through and have them count. Circle 8 to the right: (as above) Into the center (as above) Out of the center(as above) Into the center 8 Out of the center 8 5. Determine how many square dances and what square dances, etc. you want to	include prior to teaching the module. 6. Have children perform for parents workshop. 7. Provide children an opportunity to do some of the calling.

MOVEMENT PROBLEM: VII BEGINNING SQUARE DANCING

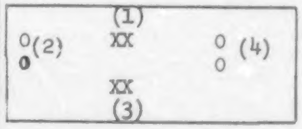
22.0 / 22.7

RHYTHMS AND DANCE

LEVEL A-B-D

LOCATION: GYMNASIUM / LARGE PLAY AREA

EQUIPMENT/MATERIALS: RECORD PLAYER: ALBUM S135 PRE-SQUARE DANCE VOL. 2

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 22 .7.1 Listen and follow directions. .2 Repeat words to song Country Yell. .3 Know body parts. .4 Create a "Country Yell" .5 Count to 8. .6 Remember their assigned number. .7 Identify Head couples and Side couples. .8 Identify "corners." .9 Identify right hand and left hand. .10 Change a square (set) to a circle within the group. .11 Work with group. .12 Socialize with group. TEACHER OBJECTIVE: To introduce and provide rhythmical activities that lead to life time or leisure time activities that enrich the socialization opportunities for our youngsters.	A. WARM-UPS: Album S135, Side 2- YaHoo Dance. B. MOVEMENT ED. TECHNIQUE: .Organize sets for square dancing: Head Couples: Couples 1 and 3 Side Couples: Couples 2 and 4.  .Teach Basic Calls: .Can you (bow..curtsy) to your partner? .Can you honor your corner. .Can you all join hands and circle to the left? To the right? .As above with 8 counts (left and right.)	TEACHER NOTE: HOW TO WORK WITH MUSIC . Play music for children (listen). . Have them clap to the music, hum, snap, stomp. . Introduce 1st phase of steps. . Have children walk through phase without music. . Have children dance 1st phase with music. . 2nd phase etc.	1. If you do not have gymnasium or large play area, square dancing can be conducted in classroom by pushing chairs and desks against walls. 2. Read instructions on the back of the album cover. Listen to the music and know it well. 3. Teach "Country Yell" in a classroom activity so that the children know the words. It will facilitate the teaching of the dance steps if this is done. DESCRIPTION OF BASIC CALLS: 4. Honor your partner: Partners turn and face each other. Simultaneously perform BOW: Boys put hand on middle, front and the other on the middle back. Bow occurs when	1. Are the children listening and following directions? 2. Were you able to teach the "Country Yell" verse in your classroom? 3. Are the children remembering their numbers? 4. Are the children able to create a variety of YELLS? 5. Are the students achieving the behaviorial objectives? 6. Are you comfortable with the techniques offered in this lesson? 7. Have you explored other teaching techniques to square dancing? 8. Did everyone have fun?

22.0
22.8

RHYTHMS AND DANCE

LEVEL A-B-D

MOVEMENT PROBLEM: VIII BEGINNING SIMPLE FOLK DANCE

LOCATION: GYMNASIUM/LARGE PLAY AREA (CLASSROOM WITH DESKS PUSHED OUT)

EQUIPMENT/MATERIALS: RECORD PLAYER: FOLKCRAFT #1187 or VICTOR 45-6179

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 22 8.1 Listen and follow directions. .2 Identify body parts needed for the dance. .3 Perform with right and left body parts. .4 Select a partner. .5 Form a circle with all partners. .6 Count to 8. .7 Dance the draw-step. .8 Dance the Children's Polka. .9 Identify (name) the dance when music is played. .10 Differentiate words open and close. .11 Slide-stamp-clap hands. .12 Differentiate formations such as single circle. .13 Work as an individual, partner and unit or team.	A. WARM-UPS: Teach the draw-step which is needed for performing the "Children's Polka" ANALYSIS: Step on right foot and slide left foot to right. (count 1 and 2). . Teach the Single Circle Formation. All partners facing center: girls on the boy's right. . Listen to music. . Provide background of dance. German name "Kinder Polka." The word for children in German is Kinder. . Can you find a partner? . Can we join hands and all the partners make one big circle? That is called a Single Circle Formation. PART I: . Can you take 2 draw steps?	. Draw-Step Variations: . Can you draw-step forward.backward.sidewards?. at a high level...low level... to this tempo... etc. Can you start the draw-step with your left foot?	1. Refer to 22.7. Beginning Simple Square Dance for additional hints for working with music. 2. A Folk Dance is generally defined as a traditional dance from a specific country.It is composed of specific dance patterns or sequences which are very structured. To make these dances exciting, interesting and fun we should vary and depart from the traditional to today. We can do this by: 1. using the same pattern with today's music. 2. changing/expanding the patterns and using it with new music. 3. Establish definite starting and stopping cues,i.e. . Ready and begin . And begin . And start	1. Are the children listening and following directions? 2. Is the progression easy to follow? 3. Are the children responding to the starting and stopping cues? 4. Can the children clap to the music, stamp to the music, travel to the music? 5. Are the children responding well to their partners? 6. Are you maintaining a balance between activity and rest to avoid fatigue? 7. Have you reviewed resources in folk dance to enable you to conduct a unit in folk dance? 8. Have the children achieved the behavioral objectives?

MOVEMENT PROBLEM: VIII BEGINNING SIMPLE FOLK DANCE

P.2 of 22.8 | 22.0 / 22.8

RESOURCES: DAUER, VICTOR, Dynamic Physical Education For Elementary School Children, Minn., Minnesota Burgess Pub. Co. - Chapter 19 AAHPER, Materials on Creative Arts for Persons With Handicapping Conditions 1975 #245-25736 - 3.50

RECOMMENDED BEHAVIORAL OBJECTIVES

TEACHER OBJECTIVE:

To provide an additional medium to enhance the socialization process and provide another resource for leisure time or life time activities.

ACTIVITIES

CUE: Right Foot-slide (close); Right Foot-slide (close).
- Can you stamp your feet three times beginning with your right foot?
- Can we draw-step back starting with the left foot? (L-close, L-close, stamp L-R-L?
- Can we do that again forward and backward?
- Can we do that with the music?

PART II:
- Can we face our partner?
- Can we clap (slowly) our thighs, our hands (slowly) and our partners hands 3 times (quickly)
- Can we do that again?

Can we repeat the whole dance with the music? (Part I and II)

TEACHER CUES:

Step-close-step; step close, stamp-stamp-stamp- (back)

ACTIVITIES (continued)

close-step; step-close, stamp-stamp-stamp. Clap thighs, clap hands, (partners) clap, clap, clap, (Repeat) Again, thighs, hands, clap, clap,clap.

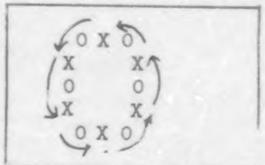
PART III:STILL FACING YOUR PARTNER
- Can you place your right heel front, shake your forefinger 3 times at your partner? Repeat with left heel.
- Can we turn ourselves around by taking 4 running steps as we turn L-R-L-R?
- Can we stamp lightly 3 times L-R-L?
- Can we dance the whole dance with music?

B. CHATTER TIME.

TEACHER INFORMATION

The cue to begin should be given prior to the beginning of a full pattern. The cue should be called on the 5-6-7 beat. i.e. ----5-6-7- Ready and start

4. Focus on the "fun element" and remember that too much emphasis on the mastery of steps can create an unhappy climate.
5. Change partners frequently. One technique in this circle formation is to have the boys travel two places to the right.



6. Teach children how to operate record player to free you while teaching. i.e. If a child is not feeling well, have him/her operate machine for you.

TEACHER INFORMATION

7. Develop a Folk Dance Bulletin Board, for example: pictures of dress, actual dances, etc. Add vocabulary words.
8. Practice the dance.
9. Assist children who are having difficulty but don't break the rhythm for the rest of the class. Have an Aid or a student assist if possible.

TEACHER - PUPIL EVALUATION

9. How much time was given?
10. Did the children have fun?
11. Is this approach to Folk Dance effective?
12. Are you planning a Folk Dance Festival?

22.0 22.9

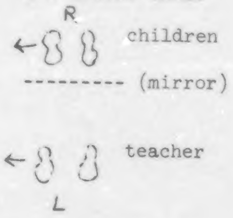
RHYTHMS AND DANCE

LEVEL A-B-D

MOVEMENT PROBLEM: IX ALLEY CAT

LOCATION: GYMNASIUM/CLASSROOM/CORRIDOR

EQUIPMENT/MATERIALS: RECORD PALYER: RECORD ALLEYCAT: Atco Record #45-6226

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 229.1 Listen and follow directions. 2 Travel and move to the music. .3 Differentiate right side from left side. .4 Count to 8. .5 Identify and touch body parts. .6 Perform dance steps. .7 Demonstrate smooth transition of body weight from one step to another. .8 Dance the dance individually. .9 Dance the dance as a group. .10 Dance the dance in a variety of formations. .11 Work as a member of a group. TEACHER OBJECTIVE: To provide a structured dance activity that is "today" and fun.	A. WARM-UPS (see below) B. MOVEMENT ED. APPROACH: Listen to the music. Can you clap to it, tap to it, snap to it. Travel in general space to it... personal space and sit. "Today, we are going to learn to dance the Alley Cat". "Can we all stand in a line facing me?" SEE TEACHER INFORMATION PART I a. Can we tap our right foot to the side and bring it back again? Repeat. (2) b. Can we tap our left foot to the side and bring it back again? Repeat (2) c. Can we tap our right foot back and bring it back again? Repeat. d. Can we do the same thing with our left foot twice?	To add interest and excitement to a dance, See "ORGANIZATION FOR MOTOR ED ACTIVITIES": Formations. Have children dance in a variety of formations.	NOTE: INTRODUCE STEPS WITHOUT MUSIC. ONCE STUDENTS ARE FAMILIAR, DANCE PARTS WITH MUSIC. 1. Introduce Part I (a) and (b). Practice until children have understanding, then introduce (c) and (d). Practice and then put all parts together. Practice Part I. Procede the same way with Part II. Part-Whole-Part Approach. 2. Know the dance beginning with your left foot so that you can face students while you work and assist them. 	1. Are the children listening and following directions? 2. Are the children able to transfer weight of body from one side to the other? Forward and backward? 3. Are they demonstrating that transition so the steps flow smoothly from one to the other? 4. Are the children responding to the music? 5. Were you comfortable working with your left side to create the mirror effect for children? 6. Are the children dancing the dance and going through the movements? 7. How long did it take you to teach the dance? 8. Are the children responding to the cues?

MOVEMENT PROBLEM: IX ALLEY CAT

RESOURCES: Folkcraft, 10 Fenwick Street, Newark, N.J. 07114

P. 2 of 22.9 | 22.0 / 22.9

LEVEL A-B-D

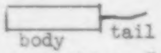
ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
PART II a. Can we touch our right knee to our left knee, tap the floor and repeat? b. Can we touch our left knee to our right knee, tap the floor and repeat? c. Can we touch right knee to left knee? Can we touch left knee to right knee? d. Now- Clap our hands and $\frac{1}{4}$ turn to the right!! Repeat above to end of record. C. PRACTICE DANCE D. CHATTER TIME		3. DEVELOP CUES - FOR EXAMPLE: right tap-right tap (change) left tap -left tap (change) right back-right back " left back-left back " right knee-right knee " left knee-left knee clap and turn. 4. Warm ups: involve the clapping, tapping, travelling to the music, etc. 5. This dance can be performed for a parents meeting or a dance festival. 6. Keep the record player in close proximity so that you can turn on or off when needed. 7. Tape music so that records are not ruined with the putting on and taking off of needle. 8. Teach children how to operate machines.	9. Are the children having fun? 10. What variations did you make in this dance? 11. Can you fit these patterns to other music? 12. Can you or have you developed other patterns/changes/variations to the parts?

MOVEMENT PROBLEM:	X DANCE AND ITS RELATIONSHIP TO EQUIPMENT
LOCATION:	GYMNASIUM - LARGE PLAY AREA
EQUIPMENT/MATERIALS:	STREAMER/STICKS RECORD PALYER: ALBUM # AR578

22.0 / 22.10

RHYTHM AND DANCE

LEVEL A-B-D

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 22 10.1 Listen and follow directions. .2 Identify streamer/stick. .3 Differentiate between streamer and stick. .4 Say words: streamer, stick. .5 Travel without collision manipulating streamers. .6 Create movements of: cowboys; circus trainers;and animals. .7 Work with a partner. .8 Create specified: shapes; names; letters. .9 Develop movements for specified dance themes. TEACHER OBJECTIVE: To provide dance themes and characterizations for development of dance phrases by using equipment.	A. WARM-UPS B. MOVEMENT ED. TECHNIQUE: Place streamers on floor  and say to children:"Today we're going to have a lot of fun by playing with a new and exciting piece of equipment. It is called a Streamer-stick". Can we all say that? What is this called?---- It has its name because it has a streamer attached to the stick. This part is the streamer and this is the stick. Can you find a streamer on the floor and stand next to it?	What color is your streamer?	1. Each child should be provided with a piece of equipment. Commercial streamers can be purchased from Educational Activities, Freeport, N.Y. 11520 STREAMERS CAN BE MADE VERY INEXPENSIVELY! Materials needed: . Dowels - 12-16" long . Crepe paper - 2" width, $1\frac{1}{2}$- ___ depending on size of student. (or light fabric) . Masking tape or roll newspaper tightly inserting streamer into paper and taping it. NOTE: THIS CAN BE AN ARTS AND CRAFTS PROJECT. 2. Develop picture, shape, letter, and name cue cards. For example, picture cards of: cowboys; circus trainer with animals;	1. Are the children listening and following directions? 2. Are the children able to identify, differentiate and verbalize the parts of the streamer-stick? 3. Did the children move through space efficiently without collisions? 4. Were you able to preview your music? 5. Was the music helpful for the development of specific dance themes? 6. Are the children responding to the music? 7. Did you vary the activities to avoid fatigue? 8. Are the children responding to the cue cards? 9. What movement questions did you use to help your

MOVEMENT PROBLEM:	X DANCE AND ITS RELATIONSHIP TO EQUIPMENT	P. 2 of 22.10 / 22.0 / 22.10
RESOURCES:	Educational Activities, Freeport, N.Y. 11520 Album #AR578 Streamer/Ribbon Activities by Henry Buzz Glass and Guide	LEVEL A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
Can you point to the stick?.... streamer part? Can you hold the soft part over your head? Can you balance the hard part on one hand? Can you place your streamer stick on the floor and travel around it.. over it.. in and out of it?	walk...run...skip...hop, etc.	SHAPE CARDS; etc. STUDENT CARD NAMES; Anthony.	children develop their dance phrases to dance routines? 10. Are the children having fun? 11. Was it helpful to have the children make their own streamer/sticks?
EXPLORATIONS: . Can you pick up the streamer and travel around the room without collision, without stepping on someone's streamer to this music? How many different ways can you turn the tail? . Can you skip in a circle and wiggle your streamer like a snake?	Travel with the handle in front of you...behind you...to the side... at a high level...low level...shake your hand as you travel, etc.	3. Preview music. The music will guide you in developing and creating dance themes. 4. Vary music to avoid fatigue of children.	12. Are the children caring for their own personal equipment? 13. Are you able to develop dance themes for parent presentations, etc?
COWBOYS: . Can you pretend you are a cowboy and lasso a horse? Can you jump over your lasso? Partner Play: Can you twirl your lasso and can your partner jump over it? Exchange positions.	Set up chairs that act as horses. Have children lasso and tie up chair.	5. This lesson provides ideas for the creation of dance phrases which can be further developed into dance routines. i.e. See COWBOYS PARTNER PLAY. This segment can be developed into a dance about a round-up, wagon train,etc.	
ANIMAL TRAINER + LION ACT: Can you and your partner travel around the room pretending you are in the circus?	Forwards...Backwards...Sideways,etc. Develop airspace activities and patterns.	6. See parachute lessons and adapt rhythmical patterns to use of parachute. Other equipment can be used such as wands, hoops, balls.	

MOVEMENT PROBLEM:	X DANCE AND ITS RELATIONSHIP TO EQUIPMENT	P. 3 of 22.10 | 22.0 / 22.10
RESOURCES:	GYMNASIUM - LARGE PLAY AREA	LEVEL A-B-D

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
SHAPES:	NAMES AND LETTERS DEVELOP NAME AND LETTER CARDS	SPECIAL NOTE: The Guide provided with the album is well written and well illustrated. It is filled with a number of stunts that can be performed with the streamer-stick. The Guide will provide you with a number of stunts which can be creatively expanded to the needs and nature of your particular class. These additional resources can be incorporated for the beginning of an expanding repertoire of dance routines.	
Can you travel around the room turning your streamer in a circle ○ figure 8 8 zigzag ⋀⋀⋀ square □	Can you twirl your streamers to create this letter? Can you write your name with your streamer?		
Hold up picture cards for identification of shapes.			
Develop your own themes for dance music, routines i.e.: Follow-me Dance Weather Dance Seasonal Dance (Spring-Summer-Fall-Winter) Sports Dance (swimming - ice skating, etc).	Allow time for children to develop their own dance themes.		

23.0 / 23.1

RHYTHMS AND DANCE

LEVEL: C-E

MOVEMENT PROBLEM: I DANCE THEMES FOCUSING ON TODAY'S SOUND AND PATTERNS

LOCATION: GYMNASIUM/LARGE PLAY AREA

EQUIPMENT/MATERIALS: RECORD PLAYER: ALBUM # AR573

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 23.1.1 Listen and follow directions. .2 Work in personal... general... and air space. .3 Dance without collision. .4 Dance with a partner. .5 Say words and perform actions to a soul vocabulary: i.e.: pad; give 'em 5; give 'em 10: give 'em skin; do your own thing, etc. .6 Know right/left side. .7 Perform soul dance. TEACHER OBJECTIVE: To provide themes as a basis for individual and group choreographic dance compositions.	A. WARM-UPS: Select a band and have student travel at high/low levels in general space. B. MOVEMENT ED. TECHNIQUE: Select a theme, i.e. "Soul Dancing- give 'em 5". Beginning. When I say go, can you find a place on the floor and sit with a partner? This is your home position which we will call a pad. A pad is jive talk for home. While sitting in your pad, can you "give 'em 5" (hand slap)? Can you give 5 while standing in your pad? When the music starts can you and your partner travel around the room giving 5 when I clap my hands?	with right/left hand give 'em 10 alternating hands.	1. Inside cover defines 50 soul vocabulary terms. Select appropriate terms and develop dance. 2. Theme can be selected from soul terms and expanded into dance. Structure should have a beginning, middle and end. Peruse previous lessons in A-B-D section to familiarize yourself with how to develop dances. 3. The form of the dance phrases follows an A-B-A. This structure is easily adaptable to all dance themes. 4. Encourage free creative interpretation of music. This may be difficult for some students. Develop a series of questions to assist those having difficulty. Point out interesting and	1. Are the students listening and following directions? 2. Are the students responding to the questioning creatively? 3. Are you eliciting and using student's responses for additional movement questions? 4. Were the students able to create their own movements (or were additional questions needed to motivate movement)? 5. Are the students able to work with partners, small groups, larger groups, combining non-locomotor and locomotor movements? 6. Did you encourage your students to expand the themes?

MOVEMENT PROBLEM: I DANCE THEMES FOCUSING ON TODAY'S SOUND AND PATTERNS

RESOURCES: EDUCATIONAL ACTIVITIES, Inc. Freeport, N.Y. 11520 AR 573 SOUL FOLK DANCES

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23.0/23.1

LEVEL C-E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
Can you give 5 in another way? How many ways can you travel and still give 5 as I clap my hands? Can you and your partner return to your pad? Middle: Can you leave your partner and "Do Your Own Thing" to the music as you travel? End: Can you travel to your partner and find your pad? Can you give 'em skin? C. Develop additional small groups-large groups soul dances. "Soul Dance Basketball" "Soul Dance Trains" D. Chatter time.	behind your back? under your legs? under an arm? Change levels - directions. Expansion Dance Phases: Encourage students who are having difficulty to try familiar "disco" dances (i.e. the monkey, the twist, the hustle) and locomotor movements (i.e. jumping, stretching, bending) to the music. high- middle- low levels Can you jump up and give "em 10?	creative movements of student models. 5. Allow students to verbalize soul vocabulary as they perform the dance. 6. Classroom activities: Develop a "Soul Theme" bulletin board. Post pictures and have students develop synonyme soul words, i.e. house-shack-pad, hands shaking/slap- "Give 'em 5". 7. Move from student to student giving individual suggestions and providing praise. 8. This album includes folk and square techniques. (see #39, #43 on cover). Refer to traditional square and folk dances for students to have comparison to "Soul Folk Dances" and modern trends.	7. Was the music appropriate for developments of soul dancing? 8. Did the students have fun? 9. Can you develop group dance to soul themes for 3-5-7 students? 10. Are the students responding to the soul vocabulary?

MOVEMENT PROBLEM: II DANCE THEMES FOCUSING ON BASIC MOVEMENT FUNDAMENTALS	23.0 / 23.2
	RHYTHMS AND DANCE
LOCATION: GYMNASIUM/LARGE PLAY AREAS	LEVEL C-E
EQUIPMENT/MATERIALS: RECORD PLAYER/HOMEMADE INSTRUMENTS OR COMMERCIALLY BOUGHT (see index)	

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 23.2.1 Listen and follow directions. .2 Travel independently to specified beat. .3 Work with a partner. .4 Work with small groups. .5 Work using group dynamic concepts of: push, pull, twist, turn. .6 Work with a group in explorations that focus on forms of body attachment. TEACHER OBJECTIVE: To provide rhythmic explorations that focus upon social group dynamic concepts and responses.	A. WARM-UPS: Select a band from a favorite album and provide movement problems for the students to travel and respond (i.e., cat burglar, spiderman, bionic woman - man). B. Movement Education Approach: Say to class (individual) . Can you travel to this beat (rhythmn... sound, etc.)? How many different directions can you travel? Small group: . Can you find someone to work with? (no more than 3) . Can you travel to this beat (rhythms... sound, etc)as a group? Specific explorations can assist in theme development:	. high level...low... medium...slowly...quickly, etc. (ideas: how would you chase a fly?) Properties: . Attach groups by having them hold on to ribbons, inner tubes, hoops. Provide movement themes.	1. Encourage students to try to move differently by changing shapes, levels, speed, quality of movement. 2. If students are having difficulty in responding freely to sounds, provide theme (idea) such as life and living things- acorn tree growing from seed to a big tree. Explore familiar objects in the environment. 3. Encourage students to work together for accomplishment of group movement problems. 4. These activities are excellent for observing the social-dynamics of your class. It is possible for you to identify the leader-and or leaders and followers of your classroom which	1. Are the students listening and following directions? 2. Was the musical beat strong and easily identified? 3. Did the students show creativity and varied responses to the movement questions? 4. Did the individual students work well in group dynamics? 5. Were you able to identify leaders and followers of the groups? 6. Were the students successful in exploring the concepts without props or was a concrete experience needed?

MOVEMENT
PROBLEM: II DANCE THEMES FOCUSING ON BASIC MOVEMENT FUNDAMENTALS

RESOURCES:

P. 2 of 23.2 | 23.0 / 23.2

LEVEL C-E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
Use Concepts: Push, pull, twist, untwist, turn. Additional concepts for theme development. . Can you travel around the room creating a ___ shape with your group? □, △, ○ . Can you change the groups shape on signal? Provide cues such as hand clap, change of music, etc. . Can you and your group twist into a large pretzel and untwist again to the music? . Can your group push your brooms across the floor? . Can you pull a heavy fire hose across the floor and put out the fire? . Can you turn the ship's wheel in a heavy storm? C. Chatter Time	Without Props: Without the use of equipment, can you create a (dance) series of movements that give the feeling that you are attached? forward...backward... sidewards . fast-medium- slow . high-medium- low	will help you in organization of group activities. 5. Develop themes based upon T.V. programs, stories, poems, comic strip characters, etc. 6. Explore a variety of physical materials and equipment that could be used for body part attachment. Be Creative!	7. What other ways can you explore the concept of "forces of attachment"? 8. Did the students have fun? 9. What activities are you conducting in the classroom to reinforce these concepts? 10. What are the specific movement themes you are using in developing this lesson?

MOVEMENT PROBLEM: III EXPLORING MOVEMENT FUNDAMENTALS

23.0 / 23.3

RHYTHMS AND DANCE

LEVEL C-E

LOCATION: LARGE PLAY AREA/GYMNASIUM/ CLASSROOM

EQUIPMENT/MATERIALS: RECORD PLAYER: (ANY RECORD WITH THE RIGHT BEAT)

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 233.1 Listen and follow directions. .2 Differentiate bend, stretch, push, pull, bounce, turn and swing movements. .3 Explore movements in their own space... general space. .4 Use contrasting movements, i.e. bend and stretch, etc. .5 Explore movements in relationship to object. .6 Work in partners, groups. TEACHER OBJECTIVE: To provide movement activities that allow students to concentrate on the fundamentals.	A. WARM-UPS (as part of the lesson) . How many body parts can you bend..stretch? . With what body parts can you push...pull? . Can you bounce on any body parts...turn? . How many body parts can you swing? B. MOVEMENT ED TECHNIQUE: Exploring fundamentals through associations. . Do soldiers march? To get their knees up high, what body parts need to bend? How do toy soldiers march? They do not have body parts that bend- they can only be in a stretched (straight leg) position .	EXPLORATIONS: . Can you bend two body parts at the same time? . Can you bend one body part and stretch another? . Continue explorations. EXPLORATIONS WITH OBJECTS: Provide objects and activities for exploring movements: i.e. ball - bounce bounce and turn ball - push rope- pull-stretch-swing Discuss animate - non animate objects and their differences. Develop movement themes focusing on the fundamentals.	1. These fundamentals provide students with an opportunity to understand how the body moves. They also provide opportunity to: practice coordination of different parts of the body- one to another; localize movement (control) in different parts of the body; develop flexibility and agility, mobility on movement how the body moves by using large trunk or extremity movements. 2. Review facets of previous lessons. 3. Evaluate students progress throughout day. Observe if they are sitting better, standing better, moving better.	1. Are the students listening and following directions? 2. Can the students perform the movement fundamentals? 3. Can they perform two contrasting movements simultaneously? 4. Can they differentiate the movements? 5. Are you using appropriate music to allow for the correct response? 6. Are you building word vocabulary by reinforcing classroom activities? 7. Are you continuing with the movement bulletin board- revising and updating?

MOVEMENT PROBLEM: III EXPLORING MOVEMENT FUNDAMENTALS

P. 2 of 23.3 | 23.0 - 23.3

RESOURCES: DANCE MAGAZINE, 231 West 58 Street N.Y.C.
JOURNAL OF THE AMERICAN ASSOC. FOR HPE, 1201 16th St. N.W. Washington, D.C. (Dance Section)

LEVEL: C-E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
Provide additional contrasting situations to animals - flowers- and mechanical cranes, etc. Have the students mimic objects, things, persons. Discuss the quality of movement. C. Relationships of body movement to present day dances. Look to the dances that youngsters are dancing and see if you can compare movements that involve the bend, stretch, push, pull, swing, turn. Today's dances: The hustle...the bump... The Lindy (is back with moderation). Have students dance the dances of the day and analyize. D. CHATTER TIME	Possible combinations for exploration: bending - stretching pushing - pulling West Side dodging - striking Story bouncing - swimming Push-pull Row-Row Your Boat . Partner explorations . Group explorations	4. Students must be made to realize that movement starts with self and then is transferred to other objects in the environment 5. Introduce music as soon as possible. Allows for relaxed learning environment. 6. Themes (ideas) depend upon experiences, ability to move and the creativity of the performers. Students need to experiment with what they know. Work, play, school life are present life experiences which our students understand. - Therefore themes should deal with what our students experience.	8. Are you able to relate the movements to work activities, i.e. 1. Pushing objects correctly to avoid injury. 2. Bending at the correct joints to avoid injury while lifting, etc. 9. Are the students enjoying these lessons?

MOVEMENT PROBLEM:	IV EXPLORING BODY POSITIONS IN SPACE
LOCATION:	LARGE PLAY AREA/GYMNASIUM/CAFETERIA/CLASSROOM
EQUIPMENT/MATERIALS:	RECORD PLAYER

23.4 23.4

RHYTHMS AND DANCE

LEVEL: C-E

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 23 4.1 Listen and follow directions. .2 Understand cycles, i.e. movement, dance, life, animals. .3 Understand terms beginning, middle and ending. .4 Perform lying skills and variations. .5 Perform sitting skills and variations. .6 Perform standing skills and variations. TEACHER OBJECTIVE: To provide developmental sequential body fundamentals to pave the way for more complex body movements.	A. WARM-UPS: Review facets from previous lessons that need work. B. MOVEMENT ED TECHNIQUE: Today we are going to explore the world of dance. Dances have beginnings,middles and endings. Movement has a beginning, middle and ending. Life has a beginning, middle and ending. Games have a beginning,(start) a middle and an ending. We start a basketball game by tossing the ball between two players. We end a volleyball game when one team gets 15 points or the time limit is up. Sound is heard when we put a needle on the record and ends when the needle is taken off.	Variations of the fundamentals are endless. See T. I. #6.	1. Insure safety by having floors swept before activity. 2. If possible, have students remove socks and shoes. This provides the students with a better kinesthetic sense. 3. Introduce beginning - middle- ending concepts and associate it with living cycles. 4. There are many variations of the body positions (stationary and moving). Resource materials are abundant. They can be found in body mechanics resource manuals, physical fitness manuals, and physical education and dance curriculums. 5. Associate basic body positions to movements, i.e. a stride standing	1. Are the students listening and following directions? 2. Are the students performing the stated behavioral objective? 3. Is movement making any more sense to your students? 4. Are they motivated to do and learn for themselves? 5. Are the illustrations suitable for your use? 6. Can you incorporate these stick figures and/or develop them into a bulletin-board? 7. How can you provide or show a relationship of these activities to work related activities? 8. After presenting these lessons, do you see an apparent change in the way your students move,

MOVEMENT
PROBLEM: IV EXPLORING BODY POSITIONS IN SPACE

RESOURCES:

P. 2 of 23.4 | 23.0 / 23/4·

LEVEL: C-E

ACTIVITIES

Since we are in a rhythms and dance unit let's discover the many different ways we can begin a dance.

Let's begin with LYING down.

- Can we all lie down on our backs with our legs together, feet together arms at our sides. We should be very long. (long lying position)
- Can we roll over, head to one side feet and legs together arms at the sides on the floor shoulder level?
- Can we lie on one side, head resting on one arm, free arm on or at hips, legs and feet together and straight?
- How quickly can we get from the side to long lying position?

INCIDENTAL TEACHING:

Can we do any exercises from those positions? i.e. side leg lifts, double leg lifts, chest lifts.

SITTING POSITIONS: *

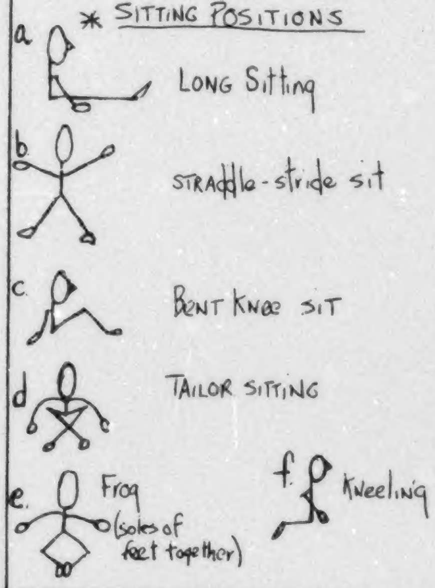
a. long sitting
b. straddle-stride sit
c. bent knee sit
d. tailor sitting
e. frog
f. kneeling

C. CHATTER TIME

VARIATIONS

EXPLORATIONS:

- How would you move to get from a lying down position to a standing position...reverse?
- How would you move to this music while sitting...kneeling etc.
- etc.



TEACHER INFORMATION

position is "ready position" for the dodge.

6. We cannot emphasize good body mechanics enough and particularly for our students who will rely a great deal on the use of their body. Boredom need not be the case in this unit. These fundamentals can be used and overused. Remember to create and vary THE MOVEMENTS. You can add equipment, costumes, change music, etc. still focusing on the fundamentals.

7. Insure knowledge of levels through demonstration:
low level - lying
medium level- kneeling
high level - standing
Divide in groups and have them perform.

TEACHER-PUPIL EVALUATION

sit, stand, etc?

9. Was this lesson enjoyable?

10. What possibilities do you see for expansion from non locomotor to locomotor?

11. Are you considering a parent workshop?

23.0	23.5
RHYTHMS - DANCE	
LEVEL: C-E	

MOVEMENT PROBLEM: V COMBINING MOVEMENTS FOR THE DEVELOPMENT OF RHYTHMIC PATTERNS

LOCATION: GYMNASIUM/LARGE PLAY AREA

EQUIPMENT/MATERIALS: RECORD PLAYER (any record with the right beat)

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 235.1 Listen and follow directions. .2 Respond to cues for starting...changing directions...stopping. .3 Perform individual skills: such as the walk, run, slide...skip...hop...jump. .4 Count to 4. .5 Differentiate right from left foot. .6 Identify walk, run, slide, hop, skip, jump. .7 Perform skills with good body mechanics.. (good body position, balance, coordination). .8 Explore movement patterns. .9 Work with a partner and in groups. TEACHER OBJECTIVE: To familiarize students with individual skills and how movements can be combined with a focus on good body mechanics.	A. WARM-UPS: As part of the lesson: Can you walk...run... slide...skip...hop... jump to the music (drum.. handclap, etc.)? See T.I. #1) B. MOVEMENT ED TECHNIQUES: Combining Movements: Exploration . 4 walking steps- 4 sliding steps . 4 walking steps - 4 skipping steps . 4 walking steps - 4 hopping steps . 4 walking steps - 4 jumping steps . Can you walk 4 steps in place...forward... backward...sidewards.. to the right... to the left... at a high level...at a low level...to these claps .. to this music, etc. . As above using the slide?	Explorations can involve: . locomotor skill. . direction. . level. . pathways. . quality of movements. (loud-soft) Explorations can involve: . work with a partner. . work with a small group.	1. Experiment with cues for establishing movement, changing directions, etc. i.e. When I clap, can you walk in place, when I snap can you walk forward and when I stamp my foot - stop? Explore cues starting with the simple and building on to make it interesting and more complex. 2. Provide time for students to practice skills but change music frequently or cues to avoid boring repetition skill practice.	1. Are the students listening and following directions? 2. Are the students performing the individual skills? 3. Are they performing these skills demonstrating good body mechanics? 4. Are the students able to move smoothly from one skill to another? (transitions) 5. Are the students able to respond to the variety of cues introduced? 6. Are you praising students for their performance? 7. Are you able to provide these movement questions in a comfortable manner? 8. Are the students responding to the movement questions... or do you have to structure

MOVEMENT PROBLEM:	V COMBINING MOVEMENTS FOR THE DEVELOPMENT OF RHYTHMIC PATTERNS	P. 2 of 23.5
		23.0 / 23.5
RESOURCES:		LEVEL: C-E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
. Can we walk forward 4 steps... stop...and slide 4 forward? . Can we do that again?...again? . Can we now walk 4 steps forward and (1) slide, (2) slide, (3) slide, and (4) slide? (transition flows) NOTE: Create a visual image: roller skating or ice skating so the student may associate the movement to something familiar within his experience. Repeat procedure for 2-3-4. EXPLORATION: Today we are practicing locomotor patterns such as walking and sliding, and skipping and hopping and jumping. When I play this music, what patterns or steps can you use that fits the music? C. CHATTER TIME	Explore direction, pathway. Group explorations: All join hands in a circle. Can you walk forward into the circle... backward ...slide 4 into the circle etc. The possibilities are endless, any of these constitute legitimate folk and square dance patterns. Ask students to improvise step patterns to music. . How can you move to this music using 2 locomotor skills? . Provide themes or have students provide their own.	3. Familiarize yourself with body mechanics of skills and provide individual assistance for those students. (pupil development) 4. Assist parents through workshops so that they may be aware of their child's body mechanics and provide activities at home to help their children. (Even if it is to remind their children to stand up straight on both feet, or to sit correctly.) 5. See ABD Module for rhythm and dance activities and select activities that would be appropriate for this lesson. 6. Select those students who are performing well. Make them leaders and have them stand in front of class so students can follow along. (and a BUDDY SYSTEM)	(command style) activities? 9. Are you providing individual assistance to these students who need help in the basics? 10. Can your leaders provide additional help to students? 11. Have you perused the curriculum for additional activities that can be meshed with this lesson?

MOVEMENT PROBLEM: VI THEME EXPANSION: SHORT STORY DANCES	23.0 / 23.6
	RHYTHMS AND DANCE
LOCATION: LARGE PLAY AREA	LEVEL: C-E
EQUIPMENT/MATERIALS: DRUM (etc) RECORD PLAYER: ANY RECORD WITH THE RIGHT BEAT OR INSTRUMENT see T.I. #1	

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 23.6.1 Listen and follow directions. .2 Participate and perform warm-ups and variations. .3 Develop short story themes individually/partner/group (or select suggested themes). .4 Identify and differentiate movements such as push vs. pull...turn vs. twist. .5 Develop short story dances with beginning...middle...end. .6 Practice short story dances in individual/partner/group. .7 Respond motorically and socially to each member of the group. .8 Perform the dance with partner/group. .9 Dance the short story in front of an audience.	A. WARM-UPS: 1. Travel through space changing levels, speed force, flow (responding to a rhythm instrument) using locomotor movements. 2. Review themes that focus on push-pull...turn-twist. B. MOVEMENT ED APPROACH: Select a short story dance theme such as: . boxing . baseball . soccer . basketball . floor hockey . kite flying . square dancing . the hunt (treasure animal) . cops-robbers . disco scene or Instruct groups to select there own theme.	Instruct each student to develop a movement performing it from a high level to a low level...fast speed to a slow speed, etc. . Select students to demonstrate push-pull...turn-twist. Instruct students to identify movements, and what body parts are involved.	1. Strike drum at even intervals while students are travelling. If you have students who can do this- allow them to do so. 2. Provide class time whereby students can learn to play rhythm instruments. Work on whole-half, etc. notes. 3. The movements of push, twist, turn are forceful. Insure either that the music has a strong underlying beat/or the drum beats are steady and forcefull. 4. Note stories that students enjoy and develop them into short story dances. 5. If possible, divide class into 3-4 groups and provide different themes. Allow them to practice first without music or rhythm instruments. As they become more comfortable, provide music and/or rhythm beat.	1. Are the students listening and following directions? 2. Are the students performing their warm-ups as if they were developing a dance? 3. Are the students changing speed...levels...quality of movement on their own or must you structure the performance? 4. Are the students able to select their own themes? 5. Are the students able to work with a partner/or group? 6. Is there much standing around or are the students performing and practicing? 7. How long did it take for the class to develop the themes? 8. Were you comfortable in this teaching style? 9. Did this lesson provide you with enough information to carry out the objectives?

MOVEMENT PROBLEM: VI THEME EXPANSION: SHORT STORY DANCES

P. 2 of 23.6

23.0 23.6

RESOURCES: BARLIN, Anne and Paul, The Art of Learning Through Movement, 1971 Send for catalog Movement Through Learning 192 E. Green St. Clarement, Calif. ELLFELOT, Lois, A Primer For Choreographers, Palo Alto, Calif. National Press Books, 1971

LEVEL: C-E

RECOMMENDED BEHAVIORAL OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

23.6.10 Participate as a member of the audience.

.11 Discuss each short dance during the chatter period.

TEACHER OBJECTIVE: To provide a creative environment conducive to the development of short story dances, for the enhancement of: physical behavior; motor performance; and, joy of learning.

ACTIVITIES

SAMPLE LESSON

1. SHORT STORY DANCE: BOXING

Beginning: When I say go, can you find a place on the floor (personal space) and bounce on your toes to this beat?

- Can you hold your arms and hands like a boxer?
- Can you throw your arms (punch) at the air in front of you?
- Can you throw your arms at a high level...low level (but not below the belt)?

Middle: Can you find a partner about your size and throw pretend punches while circling? Remember: do not punch each other!!

VARIATIONS

- Can you show me how a boxer jumps rope?
- How does a boxer jog?
- How does a boxer shadowbox?
- while travelling forward... backward...sideward?
- Student should react to pretend punches even though they did not receive the blow.

TEACHER INFORMATION

6. You can introduce props and/or costumes as the development of the dance progresses. Keep them simple.
7. Students in the class may have family members involved in dance classes or performing groups. Invite them to assist you.
8. The ability and comprehension level will predetermine the theme development. It can be as simple or as complex but each can still be done as beautiful.
9. Travel from group to group providing assistance and hints. Praise is so important particularly for the young men who are not used to performing in the world of dance or with an audience.
10. After each group has performed their short story dance-discuss and provide suggestions. ALWAYS PRAISE-PRAISE- PRAISE!!
11. This lesson can take 2-3 or 4 class periods.
12. Send to Barlin's for catalogue (see resources) and they have some really excellent books and materials.

TEACHER-PUPIL EVALUATION

10. Were the students able to remember their parts to the short-story dance?
11. Were the students able to participate in the chatter time?
12. Did the questions presented get them thinking at how to look at dance and talking about it?
13. Did everyone enjoy the class?
14. Are there any additional resource materials that you have found beneficial (records, books)?

MOVEMENT PROBLEM: VI THEME EXPANSION: SHORT STORY DANCES

P. 3 of 23.6 | 23.0 / 23.6

RESOURCES:

ACTIVITIES	VARIATIONS	ACTIVITIES (continued)	TEACHER-PUPIL EVALUATION
End: Can one of you pretend to be punched in the nose...stomach and react to that? Can you pretend you have been K.O.'d (knocked out) by your partner?	. Change positions of champions.	Did they move at high levels? Did they have a beginning... middle...end? etc.	
2. CASEY AT BAT: SHORT STORY DANCE. Provide concrete props such as bases, bat. Dramatize and develop dance for Casey at Bat. . Can you find a partner and when the music begins can you and your partner play pretend baseball? Determine who will pitch and who will bat. Run bases... chase for the out/hitting a homerun etc. (character sketches.) Provide Practice time for groups.	Entire group can be divided and represent teams. Students can assume roles such as players, umpires, fans, etc.		
C. Presentation of short story dances.			
D. CHATTER TIME: Select questions such as "What did you like about the dance"? "What didn't you like?" Did the students give you the feeling they were boxing/playing baseball/flying a kite?			

MOVEMENT PROBLEM: VII SOCIAL DANCE (TWO STEP, FOX TROT, CHA-CHA-CHA)

23.0 / 23.7

RHYTHMS AND DANCE

LEVEL: C-E

LOCATION: LARGE PLAY AREA

EQUIPMENT/MATERIALS: RECORD PLAYER, RHYTHM INSTRUMENTS

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 23.7.1 Listen and follow directions. .2 Form a circle with class. .3 Perform the two step forward... backward. .4 Say cues-step-close-step while dancing. .5 Dance the two-step in a partners facing position. .6 Dance the two-step in a social dance position. Dance the fox trot with partner. Dance the chacha with partner. .7 Identify right and left on themselves. .8 Identify right and left with partner. .9 Lead dances (male). .10 Follow (female). (See teacher information 9 and 10) .11 Know directions forward, backward.	A. WARM-UPS: Listening to music; clapping to music. B. MOVEMENT ED. TECHNIQUE: Today we are going to learn the two-step. When I say go can you all make a big circle? 1. FORWARD TWO-STEP: Starting with the left foot, can you take a step, close with right and step left? You will see that your right foot is free, can you now step forward with your right, close left and step right forward again? Can we now do that backward? step-close-step...step-close-step? . sideward around circle? cue: side-step-close . Put boys on inside of circle facing girls and repeat above using 2 step-	CUE: STEP-CLOSE-STEP. Have students call the cues while they are working.	1. Provide background of social dance in the introduction of this unit. 2. SOCIAL DANCE POSITIONS: a. PARTNERS FACING POSITION- Partners face. Boy palms up, girl puts hand in boys palms. (her palms are down) b. CLOSED POSITION: Face partner: Boys hold girls right hand with left shoulder level- elbows bent. Boys right hand holds girl's back at about waist. Girls left arm rests on his shoulder. 3. FOX TROT: The rhythm is 4/4 time and the quick steps can be taken on the first or alternate accented beats. 4. CHA-CHA-CHA: A complete basic step consists of 2 measures of music which involves weight trans-	1. Are the students listening and following directions? 2. Are the students able to differentiate right...left. forward...backward...open.. close...slow...quick... slow-slow-quick quick quick slow-slow-quick-quick quick 3. Can the students perform a partners facing position... closed or social dance position? 4. Are they mature to cope with the closeness of this social situation and setting? 5. Are the dances appropriate for your group? 6. How much time is needed for each dance? 7. Are you changing partners to provide exposure to different leaders/or followers? 8. Are you praising students for their performance and social presence?

MOVEMENT PROBLEM: VII SOCIAL DANCE (TWO STEP, FOX TROT, CHA-CHA-CHA)

P. 2 of 23.7 | 23.0 / 23.7

RESOURCES: Ed. Activities - Freeport, N. Y. 11520 BASIC DANCE TEMPOS HYP 501

LEVEL: C-E

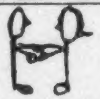
RECOMMENDED BEHAVIORAL OBJECTIVES

TEACHER OBJECTIVE: To provide social dance activities that will assist in transitions and build confidence.

ACTIVITIES

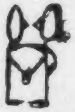
forward into circle and 2 out:

PARTNERS FACING POSITION
JOIN HANDS



Instruct students to take closed position and dance the two-step. Forward and backward into the circle.

CLOSED POSITION



2. FOX TROT: Closed position (boys part)
   - Can you step forward on your left foot (slow)?
   - Can you step to the side with your right foot? (more of a diagonal).
   - Can you close your left foot to right foot?
   - Can you now step backward on your left and close your right

VARIATIONS

NOTE: When boy steps forward on left girl must step backward with right etc. Boys lead and girls follow...

FOX TROT
MAGIC STEP SERIES:
Step L forward, step R forward, step L sideward, close R to L weight should be on right.
CUE is SLOW-SLOW-QUICK-QUICK

TEACHER INFORMATION

ference of about 10 times and 8 beats of music.

5. Review past lessons in module to refresh your memories as to how to begin teaching dance steps without music/with music.
6. Continue teaching additional social dances such as waltz, tango, marangue, jitterbug etc.
7. Refer to AAHPER The Best of Challenge, Vol I 1971 pg 52, article entitled "STEP-TOGETHER- STEP"written by Johnny Soiu. Excerpts: "There is no question in my mind- the retarded can learn; they do retain; their motor skills can accelerate fantastically; their general outlook on life can be given purpose; and they do mix well with their non-retarded contemporaries. While all forms of dance can be beneficial to them, we feel that social dancing is most rewarding since it will be a lifelong asset and will help them become socially aware and achieve greater social confidence".

TEACHER-PUPIL EVALUATION

9. Are you providing social dance opportunities at parties and other functions?
10. Is everyone having a good time?

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MOVEMENT PROBLEM:	VII SOCIAL DANCE (TWO STEP, FOX TROT, CHA-CHA-CHA)
RESOURCES:	Ed. Activities - Freeport, N. Y. 11520 BASIC DANCE TEMPOS HYP 501

P. 3 of 23.7 | 23.0 / 23.7

LEVEL: C-E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
foot to left? YOU HAVE COMPLETED THE FOX TROT BASIC STEP. CONGRATULATIONS! Lets try it again! Introduce fox trot magic step series - see variations. 3. CHA-CHA-CHA: (RHYTHM IS SLOW-SLOW-QUICK-QUICK-QUICK. (Forward) . Starting with the left foot, can you step forward? (slow) . Can you step right foot? to left foot? (slow) . Can you take a left step forward (quick) right step forward (quick) and a right step forward quick. BACKWARD: Right foot back, (slow) Left foot back, (slow) Right foot back (quick): left back Quick right foot (quick) C. ALLOW PRACTICE TIME WITH MUSIC. D. CHATTER TIME.	NOTE: This basic step was not introduced in the stationary position. Travelling forward and backward is suggested to allow for more freedom and less tangling of legs. CHA-CHA DANCE POSITION - STUDENTS FACING: Once students have basic pattern, select partners and have them face each other. As boy starts forward with left foot, girl steps backward with right foot and dances pattern in reverse.	8. Refer to Behavioral Objectives 9 and 10. There is no doubt that this era has created some problems in defining men's and women's role particularly for the retarded. All students should know both parts but depending on your situation and sensitivities based on the level and comprehension of your group, I would suggest that the parts be first taught this way. With social adjustment a difficult task I would hate to see our young men approach other men at dances or other social gatherings. RAMIFICATIONS!! 9. Discuss the difference of social dance music as to today's music. Trace development of music and instruments. Develop bulletin board. Seek assistance of parents who may know how to do dances of the past. They might even provide a demonstration.	

MOVEMENT PROBLEM: VIII DEVELOPING CONCEPTS THROUGH DANCE

23.0 / 23.8

RHYTHM AND DANCE

LEVEL: C-C

LOCATION: CLASSROOM/GYMNASIUM

EQUIPMENT/MATERIALS: BUTCHER BLOCK PAPER- CRAYONS

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 23.8.1 Listen and follow directions. .2 Perform warm-ups. .3 Read words. .4 Respond motorically to the word (s). .5 Cut out visual images that infer the concept or draw the images. .6 With a partner develop the stated concept through dance. .7 Work with a partner. .8 Mimic/or pantomime concepts. TEACHER OBJECTIVE: To teach cognitive learning skills by employing the active learning approach.	A. WARM-UPS: B. MOVEMENT ED. TECHNIQUES: Today we are going to explore words through movement. Our bodies can tell us a great deal- but we must think-listen and move. Let's look at the words high and low. FLASH CARDS What do you think of when you hear/see the word high? Some responses could be tall, up, elevator, bridge, price tag, drugs, etc. What do you think of when you hear/see the word low? Some responses could be ground, floor, down, bridge, subway, etc. Words can mean many things. Can we move anybody at a high... low level?	ADDITIONAL CONCEPTS: over - under up - down in - out . Can you draw high...low? Look through magazines - have students develop collage of visual images that mean high-low etc. Display attractively.	1. Refer to ABD for additional activities that can be introduced and expanded. 2. Word development can be accomplished in this manner through motor reinforcement. 3. Assist students who are having difficulty. Praise. 4. When introducing new concepts to students try this method. It is interesting, exciting and fun. 5. This approach is a mind-body approach which forces students to think-visualize-speak- print/write-draw- and abstract through the medium of dance.	1. Are the students listening and following directions? 2. Can the students motorically perform to the words? 3. Can the students develop a collage of visual images that represent the concept? 4. Can they draw the concept? 5. Can they work in partners sharing ideas? 6. Are they able to implement your suggestions? 7. Can you develop 2 concepts such as low and fast... high and slow etc? 8. Does this method motivate your students favorably? 9. Are they achieving? 10. How else can you develop additional concepts?

MOVEMENT PROBLEM: VIII DEVELOPING CONCEPTS THROUGH DANCE

P. 2 of 23.8 | 23.0/23.8

LEVEL: C-E

RESOURCES:

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
.Can you draw, how you were traveling high...low? .Can you travel high and then to low? What is in between the high and low? (space) What do we call that space? middle/medium. Can we say that word (s)? Can we print those words? Can we travel in a middle or medium level? .Can you find a partner and develop a short story dance theme that will show high-middle/medium/low? C. CHATTER TIME	Sample Movement Theme: One student is portraying a tall tree. The other is the woodchopper. As he is chopping tree down, he will respond to the chops and fall from a high through a middle level to the ground low level. Provide a variety of concepts to each group. See if the rest of the class can identify the concepts as the children move. . Emotions can be taught using a pantomime or mimetic approach. . Life situations . Work situations Enhance the cognitive by using paper, crayon, flash cards etc.	6. Develop a bulletin board with words (phrases) and the possible meanings in todays life. i.e. trip, high, together. . man, . You're a trip! . She's high on life! . He is really together!! . I'm under the weather today.	

MOVEMENT PROBLEM: IX DEVELOPING EXCERCISES TO MUSIC ROUTINES TO TODAYS SOUND

23.0 / 23.9

RHYTHMS AND DANCE

LEVEL: C-E

LOCATION: GYMNASIUM/LARGE PLAY AREA

EQUIPMENT/MATERIALS: RECORD PLAYER: RECORD OF "TODAY'S SOUND" THAT IS VERY FAMILIAR TO YOUR STUDENTS.

RECOMMENDED BEHAVIORAL OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

23.9.1 Listen and follow directions.
.2 Find a personal space.
.3 Count to 8.
.4 Sit in a frog position and bob 8 times.
.5 Make transition from frog to straddle sitting position.
.6 Bob 8 to right in straddle position.
.7 Bob 8 in the center in straddle position.
.8 Bob 8 to the left in straddle position.
.9 Make transition from straddle to sitting long position.
.10 Bob 8 counts in sitting long position.
.11 Make transition from sitting long position to frog position.
.12 Perform bobbing series.
.13 Perform additional exercises to music.

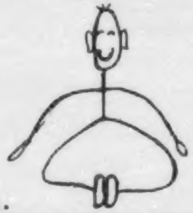
TEACHER OBJECTIVE: To provide an environment whereby exercising can be made enjoyable and fun.

ACTIVITIES

A. WARM-UPS: stretching - bending body/body parts to music.

B. MOVEMENT ED TECHNIQUE: Today, we are going to develop our own exercise routines to music. All these years we have been listening to a record with someone giving instructions and following them- well it's our turn. Before we begin, lets review some body positions along with the exercises.

FROG POSITION: Sitting position, soles of the feet together and knees wide. Lets work to get the knees down!



ACTIVITIES (continued)

- Can we all find personal space and get into the frog position?
- Can we bounce lightly in the frog position trying to bring our chest close to the floor? Ready begin 1-2-3-4-5-6-7 and on 8 sit up? Good!!

Let's try the first 8 counts with the music. The next 4 counts we are going to push our feet straight out (figure 3) and the next 4 slide our feet way out to the side (figure 4)

TRANSITIONS

BOBBING 8

FIGURE 1

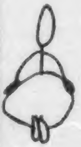
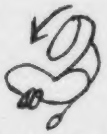


FIGURE 2



TEACHER INFORMATION

1. Select a popular record with a heavy underlying beat that your students know. Know the record inside and out to include the beats, transitions etc.
2. BE ENTHUSIASTIC!
3. HOW TO WORK WITH MUSIC: Play record and have students clap (stamp-snap fingers). Count in series of eight.

SPECIAL NOTE: Every song has an introduction. Be sure to consider that time as part of the ready-position.

Introduce exercise, students perform for 8 counts, take music off. Continue building the series. Introduce each segment...without music only counts... play music... students perform... Introduce 2nd segment without music... students perform Segment I and Segment II.

TEACHER-PUPIL EVALUATION

1. Are the students listening and following directions?
2. Are the students able to remember the sequences?
3. Is the music appropriate for the exercises?
4. Are the exercises adaptable?
5. Are the students able to perform the transitions to get into the ready positions?
6. Are you doing the exercises with the students?
7. Are the students remembering the sequences the following day?
8. Are the students bringing in their favorite records/albums?
9. Are the students practicing exercises at home?
10. Did the students achieve the behavioral objectives?

MOVEMENT PROBLEM:	IX DEVELOPING EXERCISES TO MUSIC ROUTINES TO TODAY'S SOUND
RESOURCES:	

P. 2 of 23.9 | 23.0 / 23.9

LEVEL: C-E

ACTIVITIES

FIGURE 3

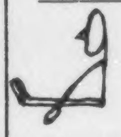
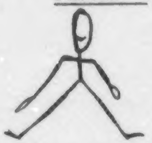
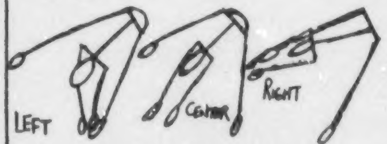


FIGURE 4



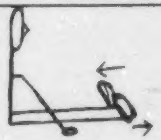
. Can we now bob 8 counts to the left (fig.5) Foot trying to get our chest to the top of our leg? Bob 2-3-4-5-6-7-8: Now we bob 8 in the middle (figure 6) and 8 to the left. (figure 8) Good!

FIGURE 7 FIGURE 6 FIGURE 5



Can we try all parts to the music figures 1 thru 7? Good! We are now sitting in a straddle position and we now have to again change our sitting position. Can we now slide our legs together 4 counts and take 4 counts to sit up straight and tall and push through our heels?

ACTIVITIES (continued)



Pushing thru heels forces our toes to point back to us. (stress-good stretch)

Can we now bob 8 times over our legs trying to bring our chest close to our knees? Good! From that position let's make another change back to the frog position and let's take 8 counts to do it. Bring feet into middle soles together slowly, straightening the back. That completes the 1st series of bobbing. Let's practice that to music!

You are on your own at this point. Select exercises and follow the pattern that was outlined for you. There is no mystery involved. It only takes planning and preparation.

(SEE APPENDIX FOR ADDITIONAL BODY POSITIONS)

C. CHATTER TIME.

TEACHER INFORMATION

4. Many of our youngsters have weight problems. They can practice the routines at home and it certainly is a fun way to exercise and lose weight. Of course, don't forget diets and good nutrition.
5. Review and categorize exercises that are familiar to students. Category can involve all those exercises that can be performed in a lying position, sitting position, kneeling position, standing position. Select 2 from each category and develop routines.
6. Review educational records ("Talk Through and Do") and practice before working with your class.
7. Develop exercise/nutrition bulletin board.
8. Take your students to a health spa.
9. Assign students to develop exercise routines to show to class.

TEACHER-PUPIL EVALUATION

MOVEMENT PROBLEM: X THE ALLEY CAT

RESOURCES: Record # At 45-6226 ALLEY CAT Folk Dance House 108 W. 16th St. N.Y.C. N.Y.
AR# 569 DISCO AND SOUL DANCES Educational Activities, Freeport, Long Island N.Y. 11520

P. 2 of 23.10 | 23.0 / 23.10

LEVEL: C-E

ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
Touch left knee to right knee once. Part IV. Clap hands once-jump and turn right. (quarter turn) Repeat the entire dance making quarter turn each time so that students will face all 4 walls. 8. CHATTER TIME.		students can walk and count. NEW RELEASE - AR 569 Disco and Soul Dances. 5. If students have access to tape recorders, tape music so they may practice evenings.	

MOVEMENT PROBLEM: X THE ALLEY CAT

23.0 / 23.10

RHYTHM AND DANCE

LEVEL: C-E

LOCATION: CLASSROOM/ LARGE PLAY AREA/GYMNASIUM

EQUIPMENT/MATERIALS: Record Player: Record # AT 45-6226 ALLEY CAT AR 569 DISCO AND SOUL DANCES

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE STUDENT SHOULD BE ABLE TO: 23.10.1 Listen and follow directions. .2 Transfer body weight from side to side - front and back. .3 Know right side-left side. .4 Know body parts. .5 Know forward, backward, side. .6 Perform quarter turns and clap. .7 Dance the alley cat. .8 Dance the alley cat with partner. .9 Dance the alley cat in a group. TEACHER OBJECTIVE: To provide novelty dances that are fun and contribute to the socialization process.	A. INTRODUCTION: Today we are going to learn the Alley Cat. This is done at many parties like weddings, etc. (See Teacher Information I.) Introduce music and have students clap, snap, walk, etc. Formation: Can be scattered, lines, small groups etc. Remember there is no introduction really.. Part I. Touch right foot to right side bring it back to place. Repeat again. Repeat above with left foot. Part II. Touch right foot backwards and bring back to place. Repeat again. Repeat above with left foot. Part III. Touch right knee to left knee (bend) two times. Repeat with the left knee two times. Touch right knee to left knee once	Couple Dance. Face each other. Start on same or opposite feet.	1. This is strictly a novelty dance with a good "JAZZ" BEAT which is great for getting people up-cut of their seats with very little teaching. This is especially great for teenage groups. Structure your own teaching methods. 2. Adapt dance to Rockette's style with straight leg high kicking. 3. Divide class into small groups. Allow them practice time and have each group perform for rest of class. Move from group to group providing assistance. 4. There are many line dances today that students are performing such as Line Hustle, Bus Stop. Be aware and learn these dances so that all can learn and participate in a variety of social situations. Incidentally many dances are so simple and require that	1. Are the students listening and following directions? 2. Is there an interest for these kinds of dance packages with your students? 3. Are the students able to transfer weight from one side of body easily? If not, are you providing activities to assist them? 4. Are students moving as a group? 5. Are students moving to the beat? 6. Are students practicing at home with/without familes? 7. Have you considered a dance showcase performance based on all these activities? 8. How much time was needed to develop and learn this dance? 9. What approach/(s) did you use to teach this (these) dances? 10. Did everyone have fun?

SUPPLEMENTARY RHYTHM ACTIVITIES: MARCHING

A total program of Motor Education embraces a wide range of areas and activities. Each module must possess potentials for contributing to the objectives to the total instructional program. I would be remiss if I did not provide Teacher Training information focusing on this area.

The objectives of marching provide great assistance for the handicapped (ambulatory) in developing a rhythmic response to cadence calls.

It provides an avenue for our youngsters to enhance their rhythmical movements as an individual partner or working with a group. It is a motivating activity that provides students an opportunity to execute physical and mental responses almost instantaneously. It forces our students to listen and follow directions, count, know direction, act and react. It is a stimulating self testing activity. Marching can be used for warm-ups and the formations can facilitate the moving of your groups to a desired place for new activities.

Marching activities allow for maximum participation and truly makes no space demand. It is an inexpensive activity since there are no expenditures for equipment. It is another good activity that could be included in a DANCE SHOWCASE. (change of pace) Adapt music.

The following is presented for your information. It will be your decision as to what teaching style you present to meet your students learning style. HAPPY MARCHING!

BASIC FORMATIONS (skills)

LINE Students stand shoulder to shoulder.

X X X X X X X

⟵⟶

COLUMN

X X X ↘
X X X → 0
X X X ↗

FILE: a column of single students (column of one's)

X X X ⟶ 0

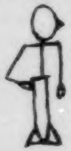
COMMANDS (cadence calls)

1. Class - attention !!
   Stand feet together, good body position, eyes looking straight ahead.

2. Class - at ease!
   Right foot moves 12-16 inches to right, hands behind back.

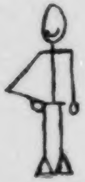
3. As you were!
   This tells students to stop what they were doing and to go back to previous command or formation.

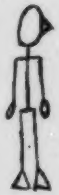
   Dress right - dress!
   Called during Line formation. Student puts left hand on hip turns head to the right. Adjusts space so that the elbow of neighbor on the right is barely touching.



Exception: end students

right end - place hand on left hip - head straight ahead
left end - hands at side - head turned to right





READY - FRONT

Command is given when your class is in the "Dress right" position. Left hand is snapped to side and head faces forward.

LEFT FACE - 2 counts

Turn on left heel, pushing with ball of right foot. Lift right foot and place beside left. (pivot)

RIGHT FACE - 2 counts

Turn on right heel - pushing with ball of left foot. Lift left foot and place beside right.(pivot)

ABOUT FACE -2 counts

Right foot is crossed behind the left (ball of foot). Turn right on left heel and ball of right foot.

MARK TIME -MARK!

Walking in place (starting on left) keep knees high.

FORWARD MARCH!

On signal each student steps forward on left foot and marches forward.

BACKWARD MARCH!

As above but backward.

SIDEWARD MARCH ! (right - left)

Students step sideward (step-together-step-together)
Continues until next command is given.

CLASS HALT! (2 counts)

Command call is given on left foot. Student steps forward on right and brings left to right. (stamp)

Simple group maneuvers can be developed from the above formations and commands. There is no question that cadence calling must be practiced. (Research the area) Teach your students.

Don't be afraid to make mistakes. March with your students. Sing songs like "Sound-off" while marching or "I like to go awandering". Take your students to parades. Suggest that your students watch half time ceremonies of football games etc. Although marching is not glamourized as it has in the past, it is still alive and well.

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AAHPER, Dance For Physically Disabled Persons: A Manual For Teaching Ballroom Square and Folk Dances To Users of Wheelchairs and Crutches, 128 pp. (#245-25916) presently $7.95

AAHPER, Dance Therapy Focus on Dance VII, 80 pp. (#243-25570) $5.50.

RECORD ALBUMS

Vendor: Educational Activities, Freeport, N.Y. 11520
Special Note: Teachers - Send for Catalogues

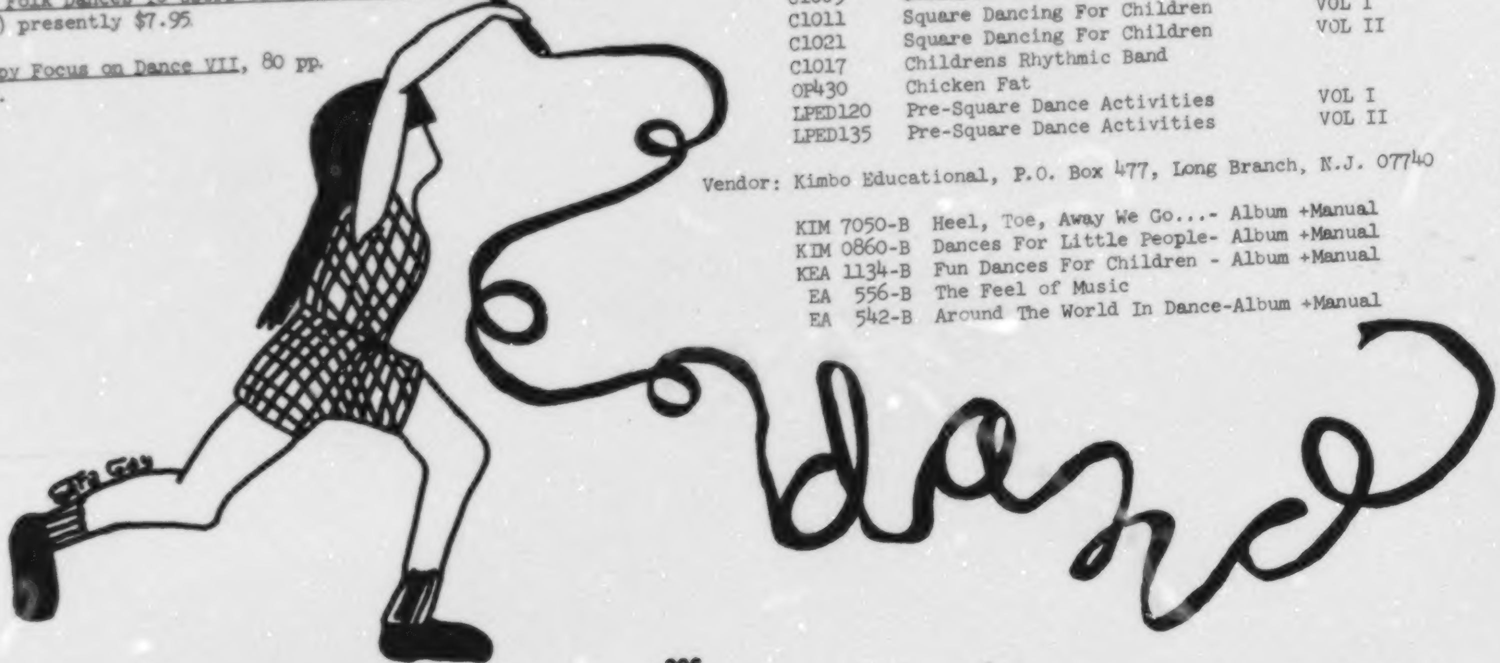
LP 9090:	Parachute Activities With Folk Dance Music-Album plus Guide
AR 58	Keep on Stepping
AR 576	Witche's Brew
AR 573	Soul Folk Dances
AR 578	Streamer Ribbon Activities - Album plus Guide

Vendor: Stallman Educational Systems, Inc. P.O.Box AL
Roslyn Heights, N.Y. 11577

C1008	Childrens Dances Without Partners	VOL I
C1009	Childrens Dances Without Partners	VOL II
C1011	Square Dancing For Children	VOL I
C1021	Square Dancing For Children	VOL II
C1017	Childrens Rhythmic Band	
OP430	Chicken Fat	
LPED120	Pre-Square Dance Activities	VOL I
LPED135	Pre-Square Dance Activities	VOL II

Vendor: Kimbo Educational, P.O. Box 477, Long Branch, N.J. 07740

KIM 7050-B	Heel, Toe, Away We Go...- Album +Manual
KIM 0860-B	Dances For Little People- Album +Manual
KEA 1134-B	Fun Dances For Children - Album +Manual
EA 556-B	The Feel of Music
EA 542-B	Around The World In Dance-Album +Manual



INTRODUCTION:

Who would have ever thought that a module in Leisure Time Activities would be included in a Motor Education Curriculum for the Retarded and Other Handicaps ten years ago? Yes, we have progressed, but why and how come now? It is not our intent to answer the why, but to present the now of what's happening.

Our aim is not to educate the retarded for just today but to prepare them for their tomorrows. The theme of this book is to develop our youngsters motorically (skill development, fitness etc.), emotionally and mentally. It also focuses on teaching styles that provide built-in success factors to encourage our students as they move into the community and emerge to enjoy and enhance that quality of life that we enjoy. It provides an opportunity for our youngsters to make decisions of what to do with their lives after 5:00 P.M., weekends, vacations, alone, and/or with their friends and families. Rather than continue on and into the educational rhetoric that we educators are so noted for, let's proceed with a program that emerges from the curriculum to meet and provide for those challenging and potentially lonely hours, months and years of the handicapped after he/she leaves school or is separated from his family.

The curriculum is a vehicle for the teacher to provide for motor learnings and the associated cognitive learnings needed to participate and recreate. (There is no question we have a potential captive audience.) Your students will have to learn the cruel realities which might be encountered at times when they recreate and participate in their communities. That brings to mind a story a father once told me that I would like to share with you. His son has Down's Syndrome. "During lunch hour a group of boys started to toy and play around with his son. Eventually one of the boys called him a "retard". His reply was, that's my excuse, what's yours"? If we can teach our youngsters the meaning of that response, then we have accomplished half the battle for them to function as men and women living, working, recreating and truly living that "quality life".

DEFINITIONS:

Leisure Time: The dictionary defines leisure as freedom provided by the cessation of activities; time free from work or duties; at one's own convenience.

Lifetime Sports: are those games, sports, activities that can be participated in throughout life during our leisure time which is considered recreation (and within that structure there can be a level of competition – i.e. tennis, archery etc.)

Recreation: is that something we do during our leisure time. As the world of work/technology and changing attitudes (i.e. the four day work week vs. the five day work week and longer vacations) there are more free hours that need to be filled with constructive, purposeful activities. Recreation can be the vehicle for individual activities such as jogging, bicycling or group activities such as Folk or Square Dancing. We cannot forget also the importance of good mental and physical health that one attains from purposeful and fun activities and interests.

Special Note: Recreation can be as simple as taking a nature walk or as complex as negotiating the side of a mountain on a pair of skiis.

RATIONALE:

Leisure Time Activities for the handicapped can and should be as active, meaningful and enjoyable and bring to that person a sense of self-worth. Our focus is to expose our youngsters to as many experiences that they have "potential" for in a lifetime. Hopefully, our youngsters will be able to make decisions based on skill, likes-dislikes and proceed to tap every community resource available to fulfill that need for purposeful activity. ONE NOTE OF CAUTION. Our youngsters are potential consumers. Recreation today is provided by local governments (free or quite inexpensive) and there is also an unbelievable commercial market available. We must teach our youngsters to investigate the programs and compare costs. We also encourage them to make their families aware of these opportunities so that they can reinforce and participate in many activities as a family. (peruse your bibliographies and additional resources throughout the curriculum).

SEASONAL ACTIVITIES:

Note that many activities that were once considered seasonal have become year round with the advent of the recreational indoor facility (i.e. tennis,ice skating). A CLASS ASSIGNMENT COULD PROVIDE STUDENTS AN OPPORTUNITY TO INVESTIGATE SPORTS/RECREATION FACILITIES IN THEIR COMMUNITIES.

FALL/WINTER:

Fall: Bicycling, jogging, hiking, backpacking, nature walks,horse back riding, trail biking, archery, camping, fishing, tennis, golf, basketball, volleyball, yoga, karate, judo, dance, touch football, rollerskating, pool, ping pong, shuffleboard, handball, weightlifting, soccer, street games, checkers, darts, backgammon, bowling, bocci, kite flying, flying model airplanes etc.

Winter: Ice fishing, sledding, tobogganing, skiing, (cross-country), ice skating, ice sculptures (winter carnival activities), snow shoe hiking etc.

SPRING/SUMMER:

Softball, baseball, mountain climbing, track events, sailing, boating, swimming. canoeing, row boating, collecting shells and sea glass, badminton, miniature golf, golf, handball, paddleball, camping, fishing etc. We can consider, too, listening to music, watching television (in moderation) visiting amusement parks, galleries, zoo's, botanical gardens, museums, travel, cooking, bread baking, wine making, stamp and coin collections, and of course the many spectator sports as additional recreational activities. THE LIST IS ENDLESS.

MOTIVATION IS AN IMPORTANT CONSIDERATION AND PROVIDES AN ACTIVITY THAT IS SIMPLE AND REWARDING. FOR EXAMPLE, LET'S INVESTIGATE HOW WE CAN TAKE THE SKILL OF WALKING AND REDIRECT AND TURN IT INTO A LIFETIME/ LEISURE TIME ACTIVITY.

The "world" is a learning environment. It is an outdoor school that provides opportunities to stop, look, listen and learn. Exposure to the environment is fabulous but don't let teachable moments pass you by with minimal pre-planning and consideration. The activity of walking can be developed using themes such as STROLLS: It is a relaxed and informal activity currying conversation of all subjects.

THEME - SOUND STROLL:
- . How many sounds can be identified in this particular area.
- . Chart sounds. (i.e. direction - high - low - medium etc.)
- . Photographs - movies. Teach children/adults how to hold camera etc. What to look for? These can include realia such as wind, leaves rustling, animals, insects and people scurrying to and fro in search of shelter - food, man-made sounds such as airplanes, trains, cars.

THEME - NOSE STROLL (blindfolds)
- . How many different smells can we identify?

THEME - TOUCH,TASTE AND TELL STROLL:
- .How many different feels can we identify?

THEME - FIND AND SHARE:

Provide each student with a stake/marker that is clearly identifiable and can be removed. When all students have found something, assemble group to visit each other's find and discuss. Provide questions. Replace find back where students found it -remove stakes/ markers.

Additional Themes:

Treasure hunt
Park Walks
Zoo Walks

Beach Walks
Museum Walks
Nature Walks

Expansion: Expand walking skills and development to hiking, mountain climbing, backpacking, cross country skiing. Expansion - jogging, roller skating, ice skating and bicycling.

Instruct children to leave area exactly as found if necessary. Bring plastic garbage bags to collect litter.

"GIVE ME A FISH AND I EAT FOR A DAY
TEACH ME TO FISH AND I EAT FOR A LIFETIME"

BIBLIOGRAPHY

There are many resources available in the area of Lifetime Sports and Recreation. Writing to these agencies will provide you with a comprehensive program in this area.

General Information

Recreation Division

A.A.H.P.E.R.
1201 16th Street N.W.
Washington, D.C. 20036

Bibliography for Parents and Professionals in the Area of Recreation for the Mentally Retarded

National Association for Retarded Children
420 Lexington Avenue
New York, N. Y.

A Guide to Books on Recreation
National Recreation and Park Association
8 West 8th Street
New York, N. Y.

A.A.H.P.E.R.
1201 16th Street N.W.
Washington, D.C. 20036

Books: Recreation and Physical Activity For the Mentally Retarded
Best of Challenge
Lifetime Sports Education Project

SPORTS

Ice Skating Institute of America
P. O. Draner 2506
Fort Meyers, Florida 33902

Bicycle Institute of America
122 East 42nd Street
New York, N. Y. 10017

National Golf Foundation
707 Merchandise Mart
Chicago, Illinois

The Tennis Institute
1001 Jerome Avenue
Bronx, N. Y. 10452

Lifetime Sports Projects
William F. Strauss
School of Health, Physical Education and Recreation
Ithaca College
Ithaca, N. Y. 14850

PERCEPTUAL MOTOR: AUDITORY-VISUAL

The assessment of perceptual motor development can become a reality when children develop and perfect movements through testing activities, presented in a game format. There are many formal tests available to choose from that can be adapted, modified and made gamelike and joyful.

."Frostig Developmental Test of Visual Perception"- Frostig
."Purdue Perceptual Motor Survey"- Eugene Roach-Newell Kephart
."Six Category Gross Motor Test"-Bryant Cratty
."Lincoln Oseretsky Motor Development Scale"- Oseretsky and William Sloan
."Southern California Battery"-Ayres
."Motor Education For the Retarded and Other Handicapped"-BCRMD

Feedback from classroom teachers has indicated a need for ideas. (new and old), that will enhance and reinforce perceptual-motor functioning. Throughout the modules, this curriculum provides testing methods, materials, and activities for development of students perceptual-motor function.

SAMPLE:Perceptual Motor Activity-
Shape Discrimination
Configurations

.Select activities from curriculum that focus on shapes.
While student performs task - ask yourself:

1. Is he/she listening?
2. Does he/she understand the question? If not, restate the question using additional cues.
3. Is he/she performing skill and responding correctly, or, using an inverted or reversed shape? How would you remediate?
4. What is the students mode of language: receptive (encoding/understand);
expressive (decoding/verbal); motoric
(body language); sign (total communication), etc.
5. Are you adapting teaching style to students learning mode?
6. After determining baseline, are you able to extend your teaching style to integrate academic concepts?
    a. Classroom activities: associating shapes.
    b. Outdoor activities
    c. Combining concepts: Shape with color, texture, size, etc.
7. Have the pre/post testing items and environment remained constant and consistent?

The above is an evaluative framework for you to assess your students performance and cognitive level. As you work with curriculum you will note many evaluative tools that will assist you in determining short range and long range goals for "Individual Educational Plans".

The sample evaluative procedure will enable you to assess the appropriateness of the formal tests available on the commercial educational market today. Many of these popular tests can become too tedious based on: the formality of testing procedures; the rigidity of complying to instructions in the administration; the lack of providing a joyful, fun, learning environment. We must develop testing techniques that de-emphasize the stigma of TESTS.
We cannot predict the amount of time it will take to remediate or assist our children.

For individual potential to be actualized, we do know that we must provide students with meaningful age appropriate activities and use of creative and motivating (commercial or handmade) materials. Students must feel success!! Also, we must realize we can't do it all. We must provide our parents activities and assistance so that they may work with their children - not in a therapeutic way but through family fun activities.

(A)

PERCEPTUAL MOTOR: AUDITORY-VISUAL

A Word of Caution: When administering perceptual-motor tests or any test, for that matter, remember that any child can fail for a variety of reasons; fine motor coordination; eye-hand coordination; perseveration, reversals; short attention span; emotional problems; disinterest; poor self image, etc. Remember that recorded scores of an item only indicate and identify part of the problem, or the extensiveness of the problem. Annotate your pupils permanent record card.

A Side Note - One Last Hint: Focus on the gross motor area first. Allow the child to travel and move through space experiencing the joy of movement. Remember, that there are countless opportunities for narration about the activities, which facilitate language development. Narration avoids formal repetitions exercises that restrict and limit your students exploration. Language is vital, it can be acquired naturally.

AS DR. GERTRUDE JUSTISON IN "THE MONTESSORI HANDBOOK" STATES: "If indeed, learning is predictated on movement...if interaction with the environment is essential for gathering information and storing it in experiential unit for future reference...if out of movement patterns comes a system of "perceptual match" relationships prerequisite to concepts formation...if spatial, form, and time concepts are nurtured in the direct bodily movements through space and time in patterned directions in early life experiences; then reevaluation of pedagogical practices long overdue, and the translation of known psychophysological principles in action programs is crucial in an increaslingly complex world".
In summary, there are many theories related to the perceptual motor function area. I am including at this time a short bibliography for your attention.

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PHYSICAL FITNESS

INTRODUCTION:

Volumes have been written in the area of physical fitness since the days of President Kennedy's national programs. Contrasting opinions relating to physical fitness range from the appropriateness of tests, warm-ups, diet, weight training, etc. We do know that "normal" children who possess a high level of fitness generally attain better grades in school, fewer absences, fewer emotional problems and engage in more social activities. Based upon this information, can we assume and apply these findings to our handicapped population?

A variety of physical fitness tests are provided for you. Scrutinize these tests carefully and select the appropriate test to meet the needs of your children.

SEVERAL CONSIDERATIONS:

Motivation is an essential factor in the development of fitness. Motivated children will try harder and reflect a higher level of fitness. A word of caution! Guide your students carefully in a realistic setting with attainable goals. If a student has an opportunity to achieve success within his capacity and limitations, he wll exhibit a high degree of interest and motivation.

Awards such as certificates, ribbons, honor roll lists may provide additional impetus to create an intensified effort on the part of your student. Stress the award as a means to an end, not an end in itself.

CONCERNS:

Some people feel that children can be harmed by vigorous exercise. No evidence supports this contention, as long as, medical records indicate that the student is in good health and free from limiting disabilities. Students who are recuperating from illnesses or those physcially handicapped can participate in a milder exercise program. Consultation and cooperation with the school, parent, and family doctor can result in structuring an individualized physical fitness adaptive program

MUSCLE SORENESS:

The discomfort of muscle soreness and stiffness resulting from vigorous and strenuous exercise can be eliminated through proper conditioning. Start each activity with a period of warm-ups (flexibility) designed to stretch and loosen muscles. Familiarize yourself with a variety of tests. Research the area of fitness and be informed.

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PHYSICAL FITNESS TESTS:

AAHPER's Special Fitness Test Manual for the Mentally Retarded
NEA Publications - Sales
1202 Sixteenth Street, N. W.
Washington, D. C. 20036

AAHPER Youth Fitness Test
NEA Publications - Sales
1207 Sixteenth Street, N.W.
Washington, D. C. 20036

Special Olympics (Five Cycles Fitness Tests for Mentally Retarded)
Special Olympics Manual Instructional Manual ...-from beginners to champions.

AAHPER
NEA Publications - Sales
1202 Sixteenth St. N.W.
Washington, D.C. 20036
$2.25 Pgs. 6 through 40

New York State Physical Fitness Test
State Education Department
Albany, New York

(B)

Posture and Body Mechanics

The need for posture and body mechanics training in the early grades is critical. Faulty posture and poor body mechanics ranks extremely high among physical defects found in school children and are particularly glaring when seen in handicapped populations.

Causes of deviations range from poor nutrition, obesity , disease, fatigue factors due to inadequate sleep and rest, boredom, emotional factors, sagging mattresses and pillows, rapid growth spurts and organic developments which create assymetrics in muscular development, stress and tension, inappropriate shoes and clothing, poor models at home to identify with, infrequent screenings and the fact that Postural and Body mechanics is not on the top ten list of priorities in education today.

As a classroom teacher you may say, "What do I know about physiology, anatomy etc. etc."? Well you may not know anything but you do have eyes and with the following information body alignment check-points using a simple plumb line, and additional helpful hints you will be ready to begin. The activity can involve an entire class, students can work with other students after trained, and who knows it could trigger some wholesome positive attitudes and affect positive healthy habits.

Step I. . Motivate your students. Discuss the need for good posture and benefits. Invite a doctor, chiropractor, an athlete to speak to your class.
- . Praise students for good posture.
- . Demonstrate good posture at all times for your class. Who is the best model during the school day?

Step II. . Learn The Characteristics of Good Posture.
- . Research posture and body mechanics books.
- . Good posture does not reflect the rigid military blend out of West Point.
- . Good posture is:
- . Weight properly balanced on both legs, toes pointed forward.
- . Head up, chin in and balanced above and on the shoulders. The tip of the ear should be in line with the point of the shoulders.
- . Shoulders slightly back and easy with chest up
- . Stomach is in and flat
- . Back should have normal curves in upper and lower portion
- . Knees easy-relaxed and in line with shoulders.

Poor posture is illustrated for your comparison
- . Weight improperly balanced on legs.
- . Weight carried on one leg
- . Weight carried on heels or toes
- . Head forward with eyes looking down
- . Chest is flat or rounded
- . Shoulder blades winged and/or prominent
- . Back curves are exaggerated
- . hunched (kyphosis) back.
- . rotatated (scoliosis) back.
- . Knees thrust back (hyperextension).
- . Knees can be bent or knocked.
- . Pelvic tilts (forward or backward)

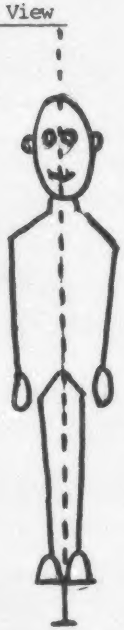
Step III. Make informal evaluations
While students are working (sitting-standing-travelling) ask yourself: How does he/she walk? rhythmically, even controlled gait, quietly, stomps, trips often, with a limp, toes in, toes out, good maneuverability? How does he/she sit? Are the hips against the back of the chair, body erect, sitting on one side, feet tucked under, feet resting on the floor, good balanced fixed position?
How does he/she run? How does he/she lift objects... carry objects... push objects etc. etc.

Step IV. The Formal evaluation.
- . Suspend a plumb-line (clothesline can be substituted, weight on bottom to secure)
Special Note: If you have a poloroid camera, and funds, snap three views (front-back-side) Can be used for additional information for student, parent conferences and include medical records. Excellent aid.

FRONT VIEW

Stand student so that the plumb line is between you and the student, Ask? Can you stand so that the rope is in the middle of your body? If student can not respond, position him or her See diagram and evaluation. Check score sheet.

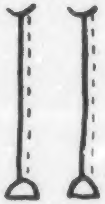
Front View



- Does the line pass through the center of the body?
- Is the head tilting to the right-left?
- Are the shoulders level?
- Is one arm longer than the other?
- Do the knees turn in or out?
- Do the ankles/feet turn in or out?
- Does the student look relaxed?
- Is the entire body tilting to the right-left?
- Are the spaces at the waist between the arms and body equal or is one space larger than the other?

Special Note:

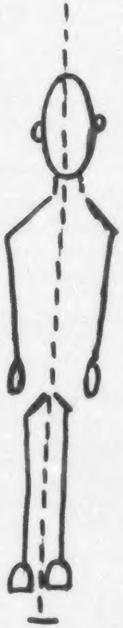
It is difficult to evaluate hips if students are not in gym clothing so use a tape measure to get an accurate measurement. See diagram



Are they equal?

IV. Ask student to turn around. Line plumb line up to pass directly through the center of his body to evaluate back view.

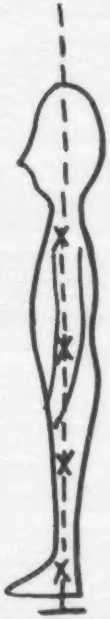
Back View



- Does the line pass through the center of the body?
- Is the head tilting to the right-left?
- Are the shoulders level?
- Is one arm longer than the other?
- Do the knees turn in or out?
- Do the ankles/feet turn in or out?
- Does the student look relaxed?
- Is the entire body tilting to the right-left?
- Are the spaces at the waist between the arms and body equal or is one space larger than the other?

Side View

V. Ask student to turn sideways. Plumb line should bisect ear, point on the shoulder, hip, behind kneecap and middle of instep.



- Does the total body list forward or backward?

If the body lists, manually adjust to the correct aligment - he/she may have a balance problem. Once in the correct position, ask yourself:

- Does the student have a forward head?

Note: Check areas where body does not line up.

- Round shoulders?
- Flat back?
- Flat chest?
- Protruding abdoman?
- Pelvic tilt?
- Bent knees?
- Rotation indicated by protruding scapula (shoulder blades)

Refer students to medical services if after checking their file and no mention of postural deviations are noted.

Special Note:

* Do not at any time administer adaptive/corrective excercises without permission of medical personnel. Insure that if and when you do participate in an adaptive or corrective program, that you are comfortable and are following procedures. If not - do not participate, get assistance.

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Posture Screening check-off Chart

Key:
1. Satisfactory posture
2. Slight deviation
3. Refer for further evaluation

Date: ______________
Teacher: ______________
Class: ______________

	FRONT VIEW								BACK VIEW								SIDE VIEW							*FRONT VIEW
NAME	Head	Shoulders	Hips	Knees	Ankles	Toes out-in	Space at waist-underarms	Rotation-Shoulders Hips	Head	Shoulders	Hips	Knees	Ankles	Toes in-out	Space at waist-underarms	Rotation-Shoulders hips	Head-forward	Shoulders round flat	Elbows	Protruding abdomen	Listing forward	Listing backward	Hyperextended knees	Pronation of ankles
1.																								
2.																								
3.																								
4.																								
5.																								
6.																								
7.																								
8.																								
9.																								
10																								

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